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ABSTRACT

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized Individuals with Disabilities Education Act (IDEA), Part D. This volume, the fifth of the directory, describes projects designed to assist state educational agencies and their partners in enhancing educational results for children with disabilities by reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices. The projects are grouped by the competitions under which they were funded and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index. (CR)

ED 426 565

Discretionary Projects
Supported by the
Office of Special Education Programs
Under the Individuals with Disabilities Education Act

Fiscal Year 1998

STATE IMPROVEMENT

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Office of Educational Research and Improvement
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U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

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Discretionary Projects Supported by the Office of Special Education Programs Under the Individuals with Disabilities Education Act

Fiscal Year 1998

STATE IMPROVEMENT

Prepared by
Ray Orkwis, Judi DeCarme, and Jeanne Glover
The ERIC/OSEP Special Project
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The Council for Exceptional Children

U.S. Department of Education, Office of Special Education Programs
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This directory, which is presented in five separately published sections, describes almost 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the original IDEA, but for the purposes of this directory they are grouped into five separate sections representing the seven program areas of the newly authorized IDEA, Part D:

1: **Research, Innovation and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Training** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information)*

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "State Improvement," presents projects designed to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

Within this section of the directory, the projects are grouped by the competitions under which they were funded. Access to the project information is enhanced by several indexes, which include:

- **Project Director Index**
- **Organization Index**
- **State Index**
- **Subject Index**

Please note that an extra digit has been added to the OSEP grant numbers to reflect the decade in which the grant was awarded. For the 1990's, the digit **9** has been inserted after the second alphabetical character in each grant number. For example, H023B70074 is now H023B**9**70074.

This directory is also accessible as a searchable database on the World Wide Web. The Uniform Resource Locator is **http://www.cec.sped.org/osep/search.htm**

If any errors are found in this material, please report them to the ERIC/OSEP Special Project (jeanneg@cec.sped.org) so that future editions of the directory and the database will be as accurate as possible.

State Improvement

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(84.029H)
State Education Agency Grants

Grant Number: **H029H940001**

Special Education for Culturally & Linguistically Diverse Exceptional Students (SECLDES)

Project Director: Sadeghpour, Gertrude

Massachusetts State Education Agency
350 Main St
Malden, MA 02148
Voice: (617)388-3300

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

Purpose: This project will address the substantial statewide shortage of dually certified special education and bilingual personnel currently available to meet the educational needs of culturally and linguistically diverse students with disabilities attending public schools. This population includes non-English speaking, limited-English-proficient, and bilingual students. Adequate numbers of appropriately trained teachers are a prerequisite in identifying and addressing the special education needs of exceptional students with culturally and linguistically diverse backgrounds through nondiscriminatory assessment, appropriate placement, and culturally and linguistically relevant special education programming. Such appropriately trained personnel must be sufficiently reflected throughout the state's system of bilingual special education programs, from the teacher preparation institutions to the 23 public schools serving 11,378 culturally and linguistically diverse students identified as having disabilities. The current statewide number of 139 teachers certified in bilingual/special education, which represents an overall ration of 82 students per teacher, substantially fails to exemplify sound educational practice or comply with minimal legal standards intended to serve and protect this at-risk population. This project is intended to promote excellence among, provide skill development to, and increase both numbers and capacities of future and current teachers, enabling and empowering them to better serve this targeted population. The goals are: * To establish two to four statewide training consortia involving institutions of higher education, local school districts, and/or collaboratives in order to develop expertise in the training and retraining of teachers serving culturally and linguistically diverse students with disabilities, leading to an increased number of teachers with dual certification in special education and bilingual/ESL education; * To provide training and technical assistance to the bilingual and special education professionals in school districts in order to support appropriate assessment strategies, identify appropriate placements for students with disabilities, and acquire appropriate instructional strategies to teach to the talents and needs of linguistically and culturally diverse exceptional students.

*Grant Number:*H029H940002

The Alabama Consortium: SEA, IHEs and CSPD

*Project Director:*East, Bill

*Beginning Date:*Jun 1, 1994
*Ending Date:*May 31, 1999

Alabama State Education Agency
Division of Special Ed
50 North Ripley St
Montgomery, AL 36130
Voice:(334)242-8114

*Purpose:*This five-year project will assist the Alabama Special Education Consortium in addressing the state's personnel needs in special education at the preservice and inservice levels. The consortium is formed by the State Department of Education's Division of Special Education Services (DSES), the Alabama Comprehensive System of Personnel Development Committee, and the 14 Alabama colleges and universities approved to offer special education teacher preparation programs. The identified critical needs are: emotional conflict, learning disabilities, mental retardation, mild learning/behavioral disabilities, and speech language pathology. Preservice training will consist of the recruitment of two undergraduate and/or graduate students with general education certification or those seeking certification through an alternative fifth-year program in the identified need areas at each institution of higher education. Each institution will receive two incentive awards per approved program certification area to provide student support for three years. Inservice training will focus on inclusive education. Workshop materials for the inservice component will be developed with the assistance of the Southeast Regional Resource Center. After completing training, consultants from each institution of higher education will receive funds to provide inservice programs in their areas for teams of public school administrators and educators. The building-based teams will consist of the principal, a general educator, a special educator, and related personnel from the same school. When trained, the team of administrators and educators will be able to provide training for other colleagues in their schools.

*Grant Number:*H029H940003

Pennsylvania Comprehensive System of Personnel Development

*Project Director:*Bost, Loujeania

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Pennsylvania Dept of Education
333 Market St
Harrisburg, PA 17126
Voice:(717)783-6922

*Purpose:*Pennsylvania is in the midst of educational reform. In 1990, sweeping changes were made in special education regulations, followed by substantive changes in the funding system. These changes are facilitating true changes in the manner in which programs are delivered to students with disabilities, from self-contained separate programs to support for students with disabilities in regular classrooms. Changes in special education paved the way for reform of Pennsylvania's total educational system through its revised curriculum regulations. Better known as Chapter V, these regulations call for outcomes-based education and facilitate true restructuring at the district level. The third component of this trilogy of change involves higher education. Systemic reform of higher education is underway. As the third component of sweeping reform of the entire educational system, the State Board of Education is in the process of con-

ducting hearings on what its higher education system of the future will be. Draft regulations will be presented in the near future which reflect a sentiment of local school collaboration with higher education in teacher training. Pennsylvania's Comprehensive System of Personnel Development (CSPD) is designed to assure an adequate supply of qualified personnel, including special education and related services personnel and leadership personnel. The CSPD interfaces systems change initiatives with preservice and inservice training, augmented by supplementary services. This creates a community-based system whereby personnel within the Commonwealth's 501 school districts are capable of delivering quality education and related services to all infants, toddlers, children, and youth, including those with disabilities.

Grant Number: **H029H940004**

Project Ho'okoho: Inservice Training for Personnel Working with Special Needs Populations

Project Director: Houck, Douglas

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Hawaii State Education Agency
PO Box 2360
Honolulu, HI 9 6804
Voice: (808)733-4990

Purpose: Project Ho'okoho is the Hawaii Department of Education's inservice training mechanism to address needs and priorities identified by the State of Hawaii's Comprehensive System of Personnel Development. The major purpose is to assist in the establishment and maintenance of a statewide, systematic inservice training program for personnel working with children and youth who have special needs. The project comprises four major activities: * The delivery of inservice training modules; * The ongoing coordination of workshops, conferences, and other training activities related to disabilities; * Ongoing, comprehensive inservice training to Hawaii school administrators; and * Support of regular and special education partnerships. Since 1981, members of the Department of Education, professors at the University of Hawaii, and other professionals have developed modules for Project Ho'okono. The project's library consists of more than 100 competency-based modules that are delivered by a cadre of trainers at school sites. The project also serves as a liaison and coordination point for the many topical conferences on disabilities sponsored by individual school districts, state agencies, and community organizations. During a given year, the project sponsors and co-sponsors statewide conferences, including the Special Education Conference, the Pacific Rim Conference on Disabilities, and the Special Parent Information Network (SPIN) Conference. The State Department's Special Education Section also sponsors statewide conferences for its transition and preschool staff. In the effort to promote collaboration between special services teams and other professional staff, the project co-sponsors inservice training for speech pathologists, occupational and physical therapists, psychological examiners, educational evaluators, school social workers, and other diagnosticians to further strengthen the team approach. The project also supports the efforts of regular and special education teachers as they move toward creating an inclusive school environment for students with disabilities. During the 1992-93 school year, Ho'okono activities reached approximately 4,220 teachers, 1,830 related services personnel, 350 paraprofessionals, 600 educational officers, and 450 parents. The new federal grant will continue and expand on these activities.

*Grant Number:*H029H940006

CSPD in Indiana

*Project Director:*Marra, Robert

*Beginning Date:*Sep 1, 1994
*Ending Date:*Aug 31, 1999

Indiana State Education Agency
Division Of Special Education
State House, Room 229
Indianapolis, IN 46204
Voice:(317)232-0570

*Purpose:*This project addresses one critical issue and two critical inservice needs. The critical issue is the management and coordination of Indiana's Comprehensive System of PEOPLE Development. The two inservice needs are: * To provide preservice and inservice training regarding inclusion, collaboration, and interagency cooperation as they relate to least restrictive environment and free, appropriate public education of infants, toddlers, children and youth with disabilities and their families; and * Training in policies, procedures, rules and regulations.

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*Grant Number:*H029H940007

TLC for LEAs: Training Leadership Competencies for Local Education Agencies

Project Director: Hayden, Hal

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Kentucky Department of Education
Division of Except Child Services
500 Mero St, Rm 809
Frankfort, KY 40601
Voice:(502)564-4970

*Purpose:*The Kentucky Education Reform Act of 1990 (KERA) is driving change in the way education is being provided to Kentucky's children. KERA is redefining the service role of the Kentucky Department of Education, and creating new mechanisms to assure accountability. KERA encourages such concepts as collaboration and inclusion through its ungraded primary and other programs. This project will provide inservice to local education agency personnel and related service personnel to prepare them to meet the needs of infants, toddlers, children, and youth with disabilities, and to assist them in complying with federal and state mandates. It contains three goals: * To coordinate and implement a statewide system for training and support of local education agency personnel; * To train local education agency personnel in the management, leadership, and instructional skills necessary for effectively serving children and youth with disabilities; and * To train local education agency personnel in priority topics through the use of interactive television and follow-up training packets. Initiative 1 is the provision of training resources and coordination of eight Regional Exceptional Children Consultants (RECCs). The RECCs will serve all local education agencies through the same eight geographic areas of the Regional Service Centers that were created by the KERA. The RECCs will train local education agency and related service personnel in priority topics and other identified topics. They will also assist local districts with training to prepare for monitoring, with implementation of corrective action plans, due process hearings, or complaints and with developing Part B applications for IDEA funds. They will assist the State's Division of Exceptional Children Services, when appropriate, with on-site monitoring outside their assigned region, and with complaint investigations. Initiative 2 is the provision of training via interactive television or computers for

local education agency and related service personnel. Because KERA created a demand for massive retraining of local personnel, districts are grateful to receive training without travel expenses or substitute teachers. All school districts can receive the personnel development STAR Channel of Kentucky Educational Television (KET). With the advice of nationally known consultants, training will be conducted on prioritized topics identified by the latest CSPD Report, local personnel, and staff of the Division of Exceptional Children Services. Training will be aired over the statewide network of KET, over the television network of the universities, by computers, or by other means which may become available. Trainees will include administrators, supervisors, guidance counselors, regular and special education teachers, related service personnel, and parents. At the end of five years, personnel in all school districts in Kentucky will have had an opportunity to benefit from the training provided by this project.

*Grant Number:*H029H940008

An Inclusive Elementary and Special Education Preparation Program for Teachers

*Project Director:*Barnett, Deborah

South Dakota State Education Agency
700 Governors Dr
Pierre, SD 57501
Voice:(605)773-3678

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

*Purpose:*Quality inclusive schooling entails the delivery of special education services in regular education classrooms and neighborhood schools, rather than in alternative, self-contained classrooms and segregated disabled-only schools. The Inclusive Elementary and Secondary Preparation (IESEP) project will challenge teachers and other school personnel to collaborate across traditional disciplinary lines—therapist with teacher, and regular education teacher with special education teacher. The IESEP program will also challenge university faculty to begin designing a teacher education program that incorporates a variety of innovative research-based teaching practices. A redesigned teacher education program is a necessary component if coordination and collaboration are going to continue to occur among school district and university personnel. In general, preservice education has been reluctant to redesign curriculum and teaching techniques to more closely align with school district efforts. This will change through the efforts of this project and the efforts of Black Hills State University faculty. Future students will graduate from Black Hills State University with a bachelor's degree in Inclusive Elementary and Special Education. Elementary education majors of the future will no longer have the option of choosing special education as a second major; it will be included in their teacher preparation program. Therefore, the IESEP program represents a commitment by Black Hills State University's College of Education to begin to model the teacher education program on the principles and practices recommended and supported in schools. The development of Professional Development Schools is extremely important to the success of this project. The Professional Development Schools will provide the sites for the field experiences and support the inclusive teacher education program. Intensive and varied field experiences will begin during the student's sophomore year. Students will participate in a sequence of school placements at both primary (K-3) and intermediate (grades 4-6) levels and will be supervised by both regular and special education cooperating teachers. In addition to a school placement during the sophomore year, students are assigned in pairs to spend time weekly throughout the school year with a child with disabilities. These placements will be arranged by schools, and community and family support agencies, and are intended to give students a child and family perspective. The junior year includes a series of weeklong placements closely linked with coursework in elementary content areas and special education. Students will be required to complete a

portion of these placements working with secondary age students with disabilities (to accommodate the inclusion of grades 7-12 in the special education certification). Finally, during the senior year student teaching experience, students will be placed in a fully inclusive classroom where children with a range of disabilities receive their special education services in the regular classroom rather than in a disabled-only setting.

Grant Number: **H029H940009**

Statewide Training on Delivering Services in Inclusive Settings: Staff Development for Experimental Model Teams

Project Director: Herner, John

Ohio Department of Education
Division of Special Education
933 High St
Worthington, OH 43085
Voice: (614)466-2650

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

Purpose: The intent of this project is to facilitate, on a statewide basis, the meaningful inclusion of students with disabilities into integrated regular education environments by providing comprehensive inservice training to school building teams in all areas of the state. Currently, Ohio Rules for the Education of Handicapped Children prohibit special educators from delivering services to students with disabilities in regular education classrooms. In an effort to break down some of the barriers between regular and special education that state rules and interpretations have created, the Ohio Department of Education's Division of Special Education has begun to allow school districts to convert existing special education teacher units to "experimental model" status. The implementation of one of the four types of experimental units allows districts to operate outside existing state rules, making it possible for special education teachers and regular education teachers to collaboratively plan and deliver services to students with disabilities. Experimental models also make it possible for special education teachers to work with at-risk students, who are not identified as having a disability, on a limited basis. Two of the four experimental models promote the inclusion of students with disabilities into regular education environments. This project will provide comprehensive and ongoing staff development to 96 five-member building-level teams per project year, for a total of 480 building teams, or 2,400 trainees by the end of the five-year period. Each five-member team will include the building principal, the key regular and special education teachers implementing the experimental model, a parent, and one other team member, chosen at the building staff's discretion. Only schools that have made a commitment to operate an inclusive experimental model will be eligible to participate on teams. Each experimental model building-based team will participate in an intensive workshop and three follow-up meetings held throughout the school year. Training activities will be conducted by state and regional staff, with the assistance of national-level consultants. A small portion of grant funds will be devoted to assisting at least one district in each of Ohio's sixteen special education regional resource center (SERRC) areas to become a fully inclusive model site. Further, project information, findings, and outcomes will be disseminated through the establishment of a practitioners' network that encourages ongoing interaction among school personnel across Ohio.

*Grant Number:*H029H940010

Kansas Comprehensive System of Personnel Development

*Project Director:*Miller, Diane L.

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Kansas State Board of Education
120 SE 10th Ave
Topeka, KS 66612
Voice:(785)296-2141

*Purpose:*The goal of this project is to enhance the capability of the Kansas State Board of Education (KSBE), institutions of higher education, and local education agencies to develop and refine the professional and leadership excellence of Kansas educators. Through this project, the CSPD will function in seven areas: personnel development, information assistance, product development, recruitment and retention, needs assessment and policy development, evaluation and research, and collaborative planning. Activities in these areas are summarized below. Personnel Development: * Regional personnel development programs; * Local personnel development program technical assistance; * Personnel development via interactive television; * Statewide conferences; * State-sponsored personnel development for administrators, teachers, related services personnel, paraprofessionals, faculty in higher education, parents, advocates, and KSBE staff; and * Internships to local education agency model training sites. Information Assistance: * A toll-free hotline to provide information about services and resources; * SpecialNet distribution of a personnel development calendar and national information linkage; * Project PIN (Professional Information Network) through the Southeast Kansas Education Service Center; and * Consultative services upon request. Product Development: * Modules created for personnel development programs; * Packets containing information pertaining to prioritized areas of need; and * Media developed to supplement printed training materials. Recruitment and Retention of Special Education Research Personnel: * Refinement of a supply data model; and * Development and implementation of strategies for recruitment and retention. Needs Assessment and Policy Development: * CSPD needs assessment; and * Policy review and development in the areas of local inservice plans, certification, accreditation, and institutions of higher education program approval. Evaluation and Research System:* Evaluation of CSPD training efforts; and * Research areas of concern in the CSPD area. Collaborative Activities among KSBE, Higher Education, and Local Education Agencies: * Conferences and meetings; and * Identification of priorities for CSPD collaborative efforts.

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*Grant Number:*H029H940011

Training Personnel for the Education of Individuals with Disabilities Grant to State Education Agencies

*Project Director:*Terry, Cindy

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Illinois State Education Agency
100 North 1st St., E-206
Springfield, IL 62777
Voice:(217)524-4835

*Purpose:*The Illinois Legislature and the governor have allocated the Illinois State Board of Education a separate budget line item of $1,200,000 for Regular Education Initiative activities to be used for person-

nel development. This project will be an additional resource for addressing the Regular Education Initiative through training, and for continuing work on other activities that have been undertaken for personnel development. A newly structured Comprehensive System of Personnel Development has emerged, as the former CSPD Committee and the Higher Education Advisory Council were merged to support the concept of personnel development as a seamless system of continuing education, from preservice through in-service. Educational Service Regions throughout Illinois will serve as conduits for the Regular Education Initiative training and for training on IEP development and transition planning as part of the IEP.

Grant Number: **H029H940012**

Comprehensive System of Personnel Development (CSPD)

Project Director: Podrazik, Miriam

Arizona Department of Education
1535 W Jefferson
Phoenix, AZ 85007
Voice: (602)542-3184

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Purpose: The current demand for training local school district staff in Arizona on specific issues in the education of children with disabilities is reflected in the most recent needs assessment conducted by the State CSPD Advisory Committee, which sent 2,902 survey instruments to all district and site administrators of public and private schools and agencies, teachers, related service personnel, university personnel, parents, and the Arizona Department of Education staff. The response to the survey indicates the following needs, which this project will address: * All 1,027 returned surveys indicated a need for additional preservice and inservice training of special educators to provide quality teaching for children with disabilities. * The three areas of training identified as the highest priorities by 68 percent of respondents were: (a) educational programming (including strategies for the regular classroom, collaboration, behavior modification, and transdisciplinary teaming); (b) attention deficit disorder (including characteristics, assessment, strategies for the classroom, and service delivery); and (c) legal issues (especially mediation and discipline of students in special education). * Other areas of training identified as being high priority needs were: bilingual and multicultural issues (including assessment, cultural sensitivity, language acquisition, and teaching methods and curriculum materials) and least restrictive environment (including continuum options and placement). * Principals (21 percent) identified legal issues, attention deficit disorder, and educational programming as their priorities for training. * Directors of special education (48 percent) identified assessment, bilingual and multicultural issues, and educational programming as their training needs. * Teachers (30 percent, general and special educators) identified educational programming, attention deficit disorder, legal issues, and collaboration as their highest priorities. * School psychologists (73 percent) identified assessment, least restrictive environment, and bilingual and multicultural issues as their training needs. * Related service personnel (20 percent) identified educational programming and assessment as their training needs. * The CSPD Advisory Committee identified least restrictive environment, bilingual/multicultural issues, and educational programming (focusing on inclusion) as their training needs. * The State Department staff identified secondary transition and programming, other health impaired issues, medically fragile children, preschool issues, bilingual and multicultural issues, the Arizona Student Assessment Program, site-based management, least restrictive environment, and discipline of students in special education as their training needs.

*Grant Number:*H029H940013

Training Personnel for the Education of Individuals with Disabilities

*Project Director:*Rosen, Pamela

*Beginning Date:*Jul 1, 1994
*Ending Date:*Jun 30, 1999

Maine State Education Agency
23 State House Station
Augusta, ME 04333
Voice:(207)287-5119

*Purpose:*Through this project, a comprehensive multi-method training program will dramatically change the way Pupil Evaluation Team meetings (PETs) are conducted to develop Individual Education Plans (IEPs). Training of the broader educational community of parents, school board members, and regular and special educators (including administrators, related services personnel, and auxiliary services personnel) is integral to this process. The training plan has been developed to help education personnel and parents overcome several barriers in the implementation of a free and appropriate education. Those barriers are perceived to be: (a) a lack of shared knowledge of the rules and regulations developed as a result of the Individuals with Disabilities Education Act (IDEA); and (b) the resulting frustration and animosity between the parties. Through expanding the network of existing partnerships in Maine, preservice and inservice training will be delivered to educational personnel in their own regions. Through the use of interactive television and the train-the-trainer model, parents and professionals will receive training in their local districts. Modules will be integrated into conference and workshop strands of existing projects, thereby promoting collaboration and cross training throughout the state. The training curriculum includes specific content areas and process skills in special needs evaluation, identification procedures, and appropriate use of related and auxiliary services. The training will use a team-building process incorporated with content knowledge so that those who are trained will be able to participate in a process resulting in meaningful IEPs with objectives which may be successfully implemented. Educational personnel will be more equipped to provide education in the least restrictive environment, utilizing an appropriate level of supportive services. The identification process will result in a partnership of those parties involved.

*Grant Number:*H029H940014

Part D Training Personnel for Education of Individuals with Disabilities

*Project Director:*Parsons, Deborah

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Missouri State Education Agency
PO Box 480
Jefferson, MO 65102
Voice:(314)751-8165

*Purpose:*This new federal grant will assist Missouri in maintaining preservice programs for educational interpreters and provide inservice programs to prepare special and regular education personnel, including teachers and administrators to meet the needs of children and youth with disabilities in inclusive education settings. The major goals of the project are: * To continue support for the Interpreter Training Program at William Woods University for two years; and * To develop and implement a training initiative in the areas of collaboration and inclusive education. The project's activities in collaboration and inclusion will be conducted by the Department of Elementary and Secondary Education, in conjunction with the Special Education Dissemination Center (SEDC) and the Missouri LINC projects, which will be merged

to provide more effective technical assistance. The broad mission of the center will be the provision of services to consumers through training, research and development, and product dissemination. The center will include four interdependent operating components which will also be interactive: * Product dissemination * Resource library * Training and instruction * Research and development Financial support for this project's inclusion activities will begin in 1994-95, will gradually increase in 1995-96, and will be the primary focus of the remaining three years of the funding cycle.

Grant Number: **H029H940015**

Louisiana Training and Recruiting Project

Project Director: Coulter, Emilie

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

Louisiana State Education Agency
PO Box 94064
Baton Rouge, LA 70804
Voice: (504)342-3626

Purpose: Over the past four years, the Louisiana Department of Education's Office of Special Education Services (OSES) and 13 university programs have dedicated the resources of the Louisiana Training and Recruiting Project toward increasing the number of qualified, dually certified special education teachers by recruiting new personnel from regular education training programs and special education. Those personnel who are recruited return the investment of stipends received by teaching in special education assignments in Louisiana schools once certification is achieved. Through this new grant, the Louisiana Training and Recruiting Project will build on past accomplishments and focus on three areas identified by the Louisiana Special Education State Plan for 1994-96. The overall goal for the CSPD in the State Plan projects that, by the Year 2000, Louisiana will have sufficient numbers of qualified, competent, and caring personnel (including minority personnel and persons with disabilities) to provide an effectively coordinated service delivery system for individuals with special needs (birth to age 22) in the state. The priority objectives for achieving that goal are as follows: * establish an ongoing, comprehensive needs assessment process which provides effective collection, analysis, and interpretation of personnel supply/demand and trend data for achieving a more inclusive service delivery system; * increase the number of entry level personnel of appropriately trained individuals for education, health, and human services to show significant progress in meeting the demands of a more inclusive special education delivery system; * establish a coordinated system for continuing (inservice) education based on current data analysis, and train personnel from regular education, special education, related services, leadership, parent and professional groups, and other agencies by providing quality training, technical assistance, evaluation and dissemination activities; and * establish a framework for an interagency, multilevel, coordinated system of continuing education for personnel serving children with disabilities and their families, to ensure a smooth transition of services, including transition services for children moving from Part H to Part B eligibility. This five-year project will have two major goals. * Goal 1 is to increase the number of fully certified personnel teaching in special education in Louisiana by assisting temporarily certified personnel to achieve certification for an estimated total of 1,000 personnel per year for the next five years. Activities toward meeting this goal include: (a) development of the advisory process to determine criteria for competitive subgrants totaling $80,000 to be awarded to accredited programs to enhance and expand outreach efforts, and coordinate coursework offered through the higher education institutions; (b) to increase the number of, and access to, courses needed by the majority of personnel on temporary certificates, through technology and coordination; and (c) to provide ongoing evaluation of the results of the effort and utilization of the analysis for planning for the next five-year project. * Goal 2 is to increase, by 50-plus personnel over the next five years, the number of speech, language, and hearing specialists available in Louisiana to provide serv-

ices for Part B and Part H eligible children and their families. The activity components include: (a) development of the advisory panel for refinement of the comprehensive needs assessment for this service area, and determination of criteria for competitive grant applications of $41,000 to support training through non-traditional and innovative efforts of an existing accredited program; (b) to increase the number of language and hearing specialists through the enhancement and/or coordination of non-traditional or innovative programs for recruiting and retaining prospective therapists; and (c) to evaluate the results of these efforts, and utilize the analysis for planning the next five-year project.

Grant Number: **H029H940016**

Meeting Personnel Training Needs in Texas

Project Director: Riley, Melinda

Beginning Date: Nov 1, 1994
Ending Date: Oct 31, 1999

Texas State Education Agency
1701 North Congress Ave.
Austin, TX 78701
Voice: (512)463-9414

Purpose: The Texas Education Agency's project will support two priority areas: * Meeting the needs of culturally and linguistically diverse students with disabilities through alternative certification; and * Non-traditional training in speech-language pathology. This project will continue to develop alternatives to address severe personnel shortages and eliminate barriers created by traditional staffing patterns and traditional four-year college programs, by supporting a pilot alternative certification program to prepare bilingual educational diagnosticians. The project will also continue support for two non-traditional graduate programs in speech-language pathology which will produce approximately 90 master's level professionals by May 1995 to provide services in remote, rural areas of the state.

Grant Number: **H029H940017**

Statewide Training of Personnel in the Education of Individuals with Disabilities

Project Director: Baars, Fred

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

North Carolina State Education Agency
301 N. Wilmington St.
Raleigh, NC 27601
Voice: (919)715-1597

Purpose: The objectives of North Carolina's training grant are to: * Provide leadership training for exceptional children's program administrators to meet certification requirements and to improve current educational practices. * Provide intensive training institutes to meet the needs of professionals who have been identified through certification regulations or self-evaluation as needing essential competencies necessary for their roles as teachers of exceptional children. Offerings will include: * Structure of the behaviorally/emotionally handicapped classroom * Braille for the beginning teacher * Cooperative teaching * Learning strategies: Advanced institute * Learning strategies: Beginners' institute * Learning disabilities: Methods and materials * Learning disabilities: Current concepts and issues * Infusing transi-

IEP process * Transition planning and implementation: Interagency collaboration, supported employment, and job coaching * Improving interpreter skills: Intermediate and advanced * Educational teaming for the student who is deaf or hard of hearing * Social skills programming for behaviorally/emotionally handicapped classrooms * Speech-language specialists supporting students in general education classrooms * Working in regular classes with students who are visually impaired * Behavior management * Very special arts * Evaluating and enhancing cognitive vision in preschool multihandicapped children * Collaborative integrated curriculum management for exceptional children's programs * Structure and function of the eye and low vision * Provide minimal tuition support for speech and language specialists and teachers of students who are severely or profoundly handicapped, who must take higher education courses in order to meet the provisional certification requirements for continued employment.

Grant Number: **H029H940018**

Wisconsin Personnel Preparation Project

Project Director: Rogers-Rhyme, Anne

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

Wisconsin State Education Agency
P.O. Box 7841
Madison, W I 53707
Voice: (608)266-1781

Purpose: Training activities for this project have been chosen on the basis of identified priorities and extent of need, as documented in the Wisconsin State Program plan for 1993-95 and CSPD, the 1993 report on Supply of and Demand for Educational Personnel for Wisconsin Public Schools, and the 1993 statewide professional development needs assessment survey. In order to meet Wisconsin's overall CSPD goal, three objectives have been selected as the major activities of this project: * To increase the retention of teachers of students who have learning disabilities or emotional disturbance, particularly those teachers on emergency licenses, by supporting mentorship models in local districts in collaboration with institutions of higher education; * To support the leadership training needs of directors and designees of special education and pupil services, building principals, and M-Team Coordinators; and * To develop and implement training opportunities for paraprofessionals serving students with disabilities, through statewide conferences and training opportunities in local districts and cooperative education service agencies (CESAs). In addition, through discretionary funds Wisconsin also operates four major statewide CSPD initiatives, as follows: * The Wisconsin School Inclusion Project helps schools to develop the capacity to educate students with disabilities in the most inclusive manner that is appropriate to their exceptional education needs. * Project SELECT increases the number of fully licensed ED and LD teachers by assisting teachers on emergency licenses with an alternative certification system to complete the necessary coursework for a regular license. * The Wisconsin Assistive Technology Initiative develops and implements assistive technology evaluation sites, collects and loans assistive/augmentative devices, and provides training to educators and paraprofessionals. * The Wisconsin ADD Project provides educators and parents with training, a newsletter, resource materials, and evaluation of students with attention deficit disorders. Collectively, these project objectives and statewide initiatives will assist in meeting Wisconsin's goal of a Comprehensive System of Personnel Development, which has a large interagency focus and includes cooperation among local districts, cooperative education service agencies, institutions of higher education, and the state agency.

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*Grant Number:*H029H940019

State Training Grant for Personnel Preparation

*Project Director:*Houston, Debby

*Peginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Florida State Education Agency
325 W Gaines St, Suite 622
Tallahassee, FL 32399
Voice:(805)488-1106

*Purpose:*This project supports Florida's capacity to ensure adequate numbers of qualified personnel to meet the educational needs of infants, toddlers, and youth with disabilities. Consistent with the priorities established by the Florida Comprehensive System of Personnel Development: Oversight Committee, the objectives of the project are as follows: * To enhance coordination and facilitation of efforts among state and local education agencies, institutions of higher education, other agencies, professional associations, and parents in all personnel development activities necessary to meet Florida's critical teacher shortages and quality program needs; * To develop and maintain a personnel data system to assist the State in addressing current and projected exceptional education and related services personnel needs; * To enhance capabilities for recruitment and retention of qualified personnel, including persons from minority backgrounds and those with disabilities; * To enhance capabilities for establishing new professional standards and training of exceptional education, regular education, and related services personnel to ensure quality of services provided to students with disabilities and their families; and * To identify, develop, evaluate, and promote the use of alternate training delivery models proven to be effective in impacting personnel development in critical needs areas. The project will enhance Florida's capacity for the coordination and implementation of preservice training, inservice, and continuing education activities; recruitment and retention of teachers in exceptional education; the implementation of revised endorsement requirements for teacher competencies and development of a new model for certification; and the replication of effective alternative training models. It will also support the effective use of personnel data and Regional Personnel Development Partnerships in Florida's Comprehensive System of Personnel Development.

*Grant Number:*H029H940020

Advancing the Frontier: Wyoming Special Education Personnel Training

*Project Director:*Ball, Wayne

*Beginning Date:*Jul 1, 1994
*Ending Date:*Jun 30, 1999

Wyoming State Education Agency
2300 Capitol Ave
Cheyenne, WY 82002
Voice:(307)777-3549

*Purpose:*This project represents a systematic effort to apply the best of what is known from current research in staff development and special education toward three goals that have been identified by a representative sample of the 680 special education personnel in the State of Wyoming who serve the needs of more than 10,600 special education students, as of the December 1992 child count. The goals are: * TRAINING: To provide special and regular education personnel and parents of children with disabilities with inservice training reflecting needs assessments and program evaluation priorities; * RECRUITMENT: To provide assistance and enhancement to statewide efforts to recruit and retain qualified special education and related services personnel; and * DISSEMINATION: To disseminate current research and

best practices information on targeted areas of concern and to disseminate information on training opportunities offered by other agencies. These goals were developed by the Wyoming Department of Education and the Wyoming CSPD Committee in response to the needs of special and general educators, related service providers, administrators, and parents throughout the State of Wyoming.

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*Grant Number:*H029H940021

Training Personnel for the Education of Individuals with Disabilities

*Project Director:*Bergant, Margaret

*Beginning Date:*Aug 1, 1994
*Ending Date:*Jul 31, 1999

Oklahoma State Education Agency
2500 N Lincoln Blvd
Oklahoma City, OK 73105
Voice:(405)521-4876

*Purpose:*Oklahoma's goal for its 1994-96 training grant focuses on the recruitment and retention of qualified personnel to serve children and youth with disabilities, aged birth through 21, and their families. Specific activities have been designed to accomplish this goal, including joint consortia, development of consistent higher education curricula, leadership training, distance learning, high school recruitment, and information dissemination. These activities will involve students, parents, higher education personnel, local education agency personnel, and state education agency personnel. Individuals trained through these activities will gain an awareness of special education, information on the implementation of promising practices, and awareness of training opportunities. In addition to personal gains, these activities will provide gains to the State of Oklahoma. Collaboration between higher education institutions and the Oklahoma Department of Education will improve preservice training programs, which will be in greater alignment with the Oklahoma Department of Education's vision for infants, toddlers, children, and youth. The primary gain will be personnel who are better prepared to provided needed services to infants, toddlers, children, youth, and their families. The project will be directed by the Comprehensive System of Personnel Development team of the Department's Special Education Section. The CSPD team includes personnel with diverse backgrounds, and a team leader who will have overall administrative responsibility for the project.

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*Grant Number:*H029H940022

Outcome Training for Special Education Material

*Project Director:*Parshall, Lucian

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Michigan State Education Agency
PO Box 30008
Lansing, MI 48909
Voice:(517)335-0460

*Purpose:*As the field continues to turn education toward restructuring issues, the importance of a systematic, reliable, and up-to-date mechanism for dissemination and training relating to innovations and effective special education practices becomes even more important. Materials developed by Michigan's Office

of Special Education (OSE) to address important needs such as transition and instructional effectiveness must include ongoing dissemination and training strategies to achieve full adoption. Using a concerns-based approach to adoption, the following goals comprise the focal point of this project: * To continue to train educators and parents in the purpose and use of the Program Outcomes Guides and Student Assessment Material; and * To begin the training of local transition teams in the use of materials developed through two statewide transition grants. The first goal is a continuation of long-term efforts by the OSE relating to Outcome Education. To date, this effort has retrained more than 10,800 individuals in the use and purpose of outcomes and student assessment materials. More recently, OSE has initiated two statewide efforts relating to transition of students with disabilities from school to adult life roles. One effort began with the recent receipt of a federal systems change grant for transition services, and the second is a state-initiated project. Two factors distinguish these efforts from other dissemination or staff development attempts: * Materials that comprise the focus of the dissemination and training efforts of the Outcomes materials have been proven content-valid and strategically successful over seven years. In addition, they are widely accepted for their validity and usefulness and are efficiently packaged in a usable, easily accessed format. The transition strategies are also based on this successful methodology. * A strategy that provides assistance and direction at the "grass roots" level, with easily recognizable benefits and promises of immediate success for stakeholders, as well as those with whom they come into contact, through a well supported resource network of trainers. The intent of the project is to provide the opportunity for EVERY special education professional in the State of Michigan to receive training in the area of transition over a 60-month cycle. In addition, every special educator will have received training over a final 12-month period in the area of outcome education.

Grant Number: **H029H940023**

To Increase the Pool of Special Education & Related Services Personnel Who Work with Individuals Having Disabilities

Project Director: Duncan, Edna

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Mississippi State Education Agency
P.O. Box 771
Jackson, MS 39305
Voice: (601)359-3498

Purpose: Mississippi continues to experience a shortage of certified special education teachers and related service personnel. Continued formalized studies to determine the reasons for this critical shortage are needed. Also, it is necessary to address the expansion of speech-language pathology through graduate courses and alternative ways for graduate students to obtain courses, since there are only two graduate programs in the state. Innovative recruitment and retention efforts must also be addressed in a long-range plan to enable the Mississippi Department of Education to achieve its stated commitment. This project will increase the pool of fully certified special education teachers and increase the knowledge base of leadership personnel, teachers, and related service personnel. This will be accomplished through inservice training implemented through collaborative teams of district personnel.

*Grant Number:*H029H940024

Comprehensive System of Personnel Development Collaboration Project

*Project Director:*Defanti, Anne

*Beginning Date:*Sep 1, 1994
*Ending Date:*Aug 31, 1999

Rhode Island State Education Agency
225 Westminster Street
Providence, RI 02903
Voice:(401)222-4600

*Purpose:*Over the coming five years, Rhode Island's Comprehensive System of Personnel Development is designed to connect to the National Goals 2000 and to the Rhode Island Department of Education's restructuring focus on ALL KIDS being ready to learn, demonstrating competency and using their minds well. Areas identified as critical and emerging needs for the CSPD in Rhode Island are: * The study of personnel needs and the training of qualified personnel to address the needs of diverse populations; * The overhaul of the IEP document and placement procedures; and * Continuing education of personnel on issues of collaboration and inclusion. Communication and coordination of all statewide CSPD activities is the goal of the newly formed interagency CSPD. This project will support this goal within the framework of the National Education Goals and the state goals in this regard.

*Grant Number:*H029H940025

Training Professionals To Serve Students With Troubling Behaviors In School Settings

*Project Director:*Hession, Lucy

*Beginning Date:*Sep 1, 1994
*Ending Date:*Aug 31, 1999

Maryland State Education Agency
200 W Baltimore St
Baltimore, MD 21201
Voice:(410)333-2495

*Purpose:*Nationally and in Maryland, a critical need exists to serve students with "invisible handicaps" — children with emotional and behavioral disabilities who often go unserved or underserved. Special and regular education administrators and teachers have indicated extraordinary frustration in their efforts to adequately serve students with various manifestations of behavioral disorders and search for newer, more effective means of providing appropriate educational and related services. Accordingly, the Maryland Department of Education's Division of Special Education is collaborating with the University of Maryland on a project that offers multifaceted training activities and program components for professionals serving children and youth who exhibit troubling behaviors in school settings. This project, which will enhance the State's Initiative on Troubling Behavior, is an extension of the Center for the Study of Troubling Behavior (CSTB), established in 1990 to support schools involved in change (e.g., restructuring, meeting special education demands). The five general objectives of the project are as follows: * Develop a collaborative mechanism between the Maryland Department of Education and the University of Maryland for implementing recommendations identified by the 1992 advisory report called "Meeting the Needs of Students Who Present Troubling Behaviors in Schools"; * Provide training and technical assistance to teachers of students with emotional and behavioral disorders in integrated settings; * Furnish technical assistance and support to schools and families with a focus on providing inclusive education for all students;

* Provide technical assistance to local education agencies and State-operated programs; and * Coordinate services among agencies and promote the successful completion of educational programs and post-school adjustment of troubling students. These objectives will be met through training activities and program components, including a local education agency demonstration program to provide technical assistance to staff in a cluster of selected schools; a technical assistance team home-based at CSTB to provide more responsive services to children and families with troubling behavior; and regional conferences to highlight effective community-based services and interagency collaborations. Other activities include intensive training for teams of educators, parents, and other direct service personnel at a Summer Leadership Institute and a family-focused Parent Support Conference. Finally, a technical assistance manual will be developed to assist in meeting the needs of students with troubling behaviors. Expected outcomes include: * Schools that are more responsive to the diverse needs of all students, and especially those who exhibit troubling behavior; * Improved and more effective services to children with emotional and behavioral disorders; and * Improved interagency cooperation and collaboration so that a system of seamless services can be delivered.

Grant Number: **H029H940026**

Inservice Education

Project Director: Schendel, Julie

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

Iowa State Education Agency
Grimes State Off Bldg
Des Moines, IA 50319
Voice: (515)271-3936

Purpose: The Iowa Department of Public Instruction's Bureau of Special Education has made a concerted effort to enhance its current and future efforts with regard to staff development. Necessary areas of improvement in Iowa's staff development efforts include the following: * Bureau of Special Education staff should enhance their skills as change facilitators; * School reform/systems change efforts must involve special education and related disciplines; * Staff development efforts must coordinate activities across general education and special education, including all instructional and support personnel and administrators from local education agency and area education agency levels; * Staff development must examine system factors, as well as individual factors in planning effective activities; * There is a need for more widespread knowledge and skills related to planning and staff development; * Staff development activities should place a heavier emphasis on skills training and generalization activities; * The Bureau of Special Education should serve as a model for effective planning and staff development; * Staff development activities must be evaluated in order to determine their impact on professional practice and student outcomes; and * Successful school reform/system change efforts should be shared with wider audiences throughout the state by a variety of dissemination activities, such as conference presentations, newsletters, mentoring relationships, and other activities. Based on the needs described above, the following are the goals for Iowa's State Educational Agency Training Grant: 1. Apply principles of effective planning and staff development to Iowa's CSPD process and future CSPD planning; 2. Enhance the capacity of Bureau of Special Education staff as system change facilitators through the provision of skills training and followup; 3. Expand general knowledge of principles of effective planning, staff development, and systems change among local education agency and area education agency staff, as well as higher education faculty, and promote collaboration among staff developers from general education and special education, local education agencies, area education agencies, and higher education institutions; and 4. Apply principles of effective planning, staff development, and systems change through intensive support of demonstration sites engaged in school reform efforts.

Grant Number: **H029H940027**

United States Virgin Islands Program for Training Personnel for the Education of the Disabled

Project Director: Monsanto, Elsie

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Virgin Island State Education Agency
North 44-46 Kongens Gade
St Thomas, VI 00802
Voice: (809)776-5802

Purpose: This project is a collaboration with the basic preservice training program at the Teacher Education Division of the University of the Virgin Islands. Through preservice training, this project will improve the quality of services for students with learning disabilities, severe/multiple disabilities, and severe emotional disorders. Additional planning will include a systematic inservice program for personnel already working with children and youth with disabilities. These activities will also focus on proficiency in technology for both personnel and pupils with disabilities. The inservice program will serve as the liaison and coordination point for the conferences on disabilities sponsored by the individual school districts and state agencies, and for the co-sponsorship of other training with various government agencies, parent groups, and community agencies. The inservice component is a major vehicle through which school personnel will be able to receive training and inservice credits on topics and needs identified at the school level.

Grant Number: **H029H940028**

Personnel Preparation of Teachers of Visually Impaired, & Hearing Impaired, Related Personnel & Students with Disabilities

Project Director: Valentine, Michael

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

West Virginia State Education Agency
1900 Kanawha Blvd East
Charleston, WV 25305
Voice: (304)558-2696

Purpose: This project is intended to ensure that an adequate number of skilled personnel are available and maintained to provide educational programs for students who are blind and partially sighted and students who are deaf and hard of hearing. In addition, the project will focus on inservice personnel development for educators regarding the inclusion of students with disabilities. The major goals are: * To prepare candidates for certification as teachers who can serve a wide range of blind and partially sighted learners in both day and residential school settings; * To prepare candidates for certification as teachers who can serve a wide range of deaf and hard-of-hearing students in both day and residential school settings; * To provide professional development opportunities for teachers regarding current research and best practices for blind and partially sighted and deaf and hard-of-hearing learners; * To provide professional development opportunities for teachers of visually impaired students regarding orientation and mobility; * To provide professional development opportunities for interpreters of deaf students and braille specialists for blind students; and * To provide inservice professional development to special and regular educators, related services and early intervention personnel, and their supervisors regarding the education of students with disabilities in inclusive learning environments. It is anticipated that training opportunities will be pro-

vided to 10 teachers of students with visual impairments and 15 teachers of students with hearing impairments over a three-year period. In addition, it is anticipated that at least 20 teachers of students with sensory impairments will participate in coursework to update and upgrade their skills. The project also expects the participation of a significant number of interpreters for deaf students and braille specialists serving blind students within the state in training opportunities. Eight additional school sites per year will benefit from professional development opportunities in the education of students with disabilities in inclusive environments. The project is strengthened by regional collaboration and cooperation among the West Virginia Department of Education, The West Virginia Schools for the Deaf and the Blind, Western Maryland College, the Virginia Department of Education, the West Virginia Graduate College, and local education agencies in the state. Faculty from out of state will travel to West Virginia to provide training or will conduct training via satellite at identified sites.

Grant Number: **H029H940029**

State Education Agency Program

Project Director: Marek, Ann

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Nevada State Education Agency
400 W King St
Carson City, NV 89710
Voice: (702)687-3140

Purpose: This project provides a collaborative model for both preservice and inservice training which will meet the needs identified through the emerging five-year strategic plan of Nevada's Comprehensive System of Personnel Development and the strategic planning of both the CSPD Steering Committee and the sub-committee assignments. Other methods employed to ascertain the types of training desired and the methods for delivering training have been, and will continue to be: needs assessments; result of monitoring activities; input of school districts including parent advisory groups, agencies, and task force committees; technical assistance requests; state and national priorities; and the topics requested by districts. Training needs are impacted by a variety of forces, such as rapid growth, Nevada's geographic constellation, the continuing shortage of qualified personnel, increasing diversity of populations, significant growth in the area of early childhood, reduction of fiscal resources, the influence of reform, and the changing roles of educators and parents. Within this framework, the CSPD Steering Committee identified three major goals to guide its work in personnel development through this project: 1. To train, recruit, and retain well-qualified professionals working in the field of special education; 2. To enhance data collection efforts and apply relevant findings to problem-solving in personnel development; and 3. To develop and market Nevada's VISION for the implementation of a Comprehensive System of Personnel Development. Goal 1 will be addressed through targeting training in the following areas: * Training for personnel who are less than fully licensed to serve the children and youth with disabilities they have been employed to serve; * Training for administrators and supervisors to enable them to develop the knowledge and supervision skills necessary to the development of quality educational programs that ensure compliance training in transition services, as related to issues, best practices, and policies in both early childhood and secondary levels; * Training in effective classroom management and behavior management skills; * Training in curriculum, collaboration, strategies and modifications to facilitate successful integration of students with disabilities; * Training for early childhood personnel; * Training in assessment, strategy and curriculum for low incidence disabilities, such as autism and traumatic brain injury; * Working with students who represent cultural and linguistic diversity; * Training in technology, related to assessment, services, and funding sources; and * Training in areas of parent-professional partnerships, as well as in peer-professional relationships. Activities under Goal 2 include the examination of data collection procedures cur-

rently in place; identification of gaps in data collection; and utilization of data to more clearly represent the critical issues in personnel development, including the efficacy of various recruitment efforts and relationships between personnel shortages and the quality of Nevada's special education programs. Goal 3 will be addressed through a variety of dissemination and public awareness activities designed to improve public opinion about the education of students with disabilities, garner support for increased state funding, and set the stage for developing a statewide planning partnership among all constituencies interested in the education of children and youth. Central to all planning and implementation efforts is the CSPD VISION for Nevada, which was developed in September 1993 through the collaborative efforts of Nevada stakeholders in the provision of education to children and youth with disabilities. As a part of Nevada's continued efforts to collaborate in providing appropriate and relevant training, and to develop a model delivery system for the provision of that training, the CSPD strategic planning efforts will remain an integral part of the project's overall design.

Grant Number: **H029H940030**

Training of School Professionals, Administrators, Aides, and Community Personnel to Further Develop Improved Services Programs in the 55 LSD in Alaska

Project Director: Brown, Diann

Alaska State Education Agency
801 W 10th Street, Suite 200
Juneau, AK 99801
Voice: (907)465-2972

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

Purpose: This project will develop new and innovative features for an existing personnel preparation program, emphasizing services to infants, toddlers, children, and youth with disabilities. The project is built on the need for personnel trained to accommodate diverse learners in inclusive classrooms and the educational knowledge and skills needed for the 21st century. Alaska's Comprehensive System of Personnel Development Committee has created alternative delivery systems that will bring effective training to a much larger number of professionals and paraprofessionals. The major features of this alternative approach are to: * Continue development and training, using modules of instruction that can be taught to a small number of professionals and paraprofessionals at rural and remote sites by qualified staff on a part-time basis; and * Ask school districts to submit proposals for grants, after assessing their greatest needs (but within the priorities established by CSPD), to use modules and other prepared and suitable training packages. The districts may also use their own training designs. Districts are asked to work cooperatively with other school districts and other agencies, such as parent groups, higher education programs, professional organizations, and the State Department of Education. Approximately 15 to 20 districts will be funded each year to carry out training plans. In this manner, many more people will be reached because the instruction can come to them at far less cost than if the trainees had to be financially supported to travel great distances to assemble on a campus.

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*Grant Number:*H029H940031

Training Leadership Teams for Effective Leadership of School Programs for All Students

*Project Director:*Hampton, Ann

*Beginning Date:*Jan 1, 1995
*Ending Date:*Dec 31, 1999

Tennessee State Education Agency
710 J Robertson Parkway, 8th Fl
Nashville, TN 37243
Voice:(615)741-2851

*Purpose:*The promotion of effective leadership practices in the management of special education programs has been established as the first priority and the greatest need in the provision of appropriate education and related services to Tennessee's children and youth with disabilities. This project addresses that continuing need. Four Tennessee institutions of higher education were chosen for administrator training in 1992 and six in 1993, on the basis of such factors as geographic need, ability to address needs of the region, quality, and cost-effectiveness of training. Six institutions will be chosen to provide training during 1994 and 1995. Each institution will train approximately 25 to 30 building-level administrators from local education agencies and programs in the management of special education. Each of these principals will select a team to be trained from his or her school or program. Participating institutions of higher education will also offer technical assistance to the participating school systems at the building level. Participants are selected from those nominated by the school superintendent/director and have made a commitment to improving the quality of educational services provided for students with disabilities. An incentive for the principals has been to receive graduate credit coursework from some of the participating institutions. It is also an incentive for the principals to have training for their participating school teams. The goal of the project is to improve the quality of instruction to students with disabilities in inclusionary educational environments. This will be accomplished by increasing the number of principals appropriately trained in administration of school programs which serve the individual needs of all students through courses and ongoing inservice in research and best practices regarding inclusionary educational practices. Approximately 150 principals, along with a team from each of their schools, will be provided training through this project.

*Grant Number:*H029H940032

Training Personnel for the Education of the Handicapped: Preservice

*Project Director:*Guerrero, Vince

*Beginning Date:*Aug 1, 1994
*Ending Date:*Jul 31, 1999

Guam State Education Agency
P O Box DE
Agana, GU 96910
Voice:(671)475-0549

*Purpose:*The goals of this project are: * To reduce special education staff turnover each school year; * To increase the number of undergraduates and graduates entering the field of special education; and * To provide personnel the opportunity to obtain certification in a specialized area of special education. The project focuses on awarding financial aid to individuals pursuing both undergraduate and graduate degrees at the University of Guam; on awarding financial aid to individuals pursuing master's degrees off island in

areas not offered at the University of Guam; and on awarding financial aid to individuals wishing to pursue specific special education certifications. The Department of Education's Special Education Division and the University of Guam's Special Education Department will participate in the selection of individuals pursuing degrees, and these two agencies will maintain a close working relationship to ensure that the needs of students are met. The Staff Development Specialist of the Special Education Division will be the liaison between the University and Department of Education, and will be responsible for maintaining the integrity of the project.

Grant Number: **H029H940033**

Vermont Statewide Educational Personnel Preparation Program to Support Students with Disabilities and Their Families

Project Director: Kane, Dennis

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

Vermont State Education Agency
120 State St
Montpelier, V T 05620
Voice: (802)828-3141

Purpose: This project is a collaborative effort between the Vermont Department of Education and the University Affiliated Program at the University of Vermont. The purpose is to implement a statewide personnel preparation program to meet training needs identified in Vermont's Comprehensive System of Personnel Development. There are three components, as follows. * Support for the Vermont Personnel Development Coordinating Council (VPDCC) will focus on statewide training and technical assistance to support school districts and their surrounding communities in developing a comprehensive three to five year plan for inter-professional personnel development across communities for improving outcomes for all children and their families. Statewide training content will provide training and support for implementing a strategic planning process for establishing and improving existing partnerships within each community. * The emotional and behavioral disorders component has two areas of emphasis. First, it will provide inservice training and technical assistance to regions of the state which have not developed a collaborative plan for providing an appropriate continuum of services for children and youth with emotional and behavioral disorders. Second, it will provide follow-up inservice training and technical assistance to schools as they implement local plans developed during this current year for crisis management and prevention. Plans include dealing with crises that may occur as a result of suicide, accidental death, or violence on school grounds. * The third component focuses on including students with disabilities in statewide performance assessments. The development of new, more meaningful student performance assessments has become a central issue in the current school reform movement in Vermont. There is a need to determine where learners with disabilities fit into these reforms. State policies and procedures need to be expressed as guidelines for performance assessment of all students. This component will support the implementation of assessment and evaluation guidelines through extensive statewide training of educational professionals.

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*Grant Number:*H029H940034

Professional Development Plan for Teachers & Administrators in South Carolina Public Schools

*Project Director:*Spann, Ora

South Carolina State Education Agency
1429 Senate St, Rm 511, Rutledge
Columbia, SC 29201
Voice:(803)734-8126

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

*Purpose:*This project has been developed for the purpose of providing continuing education opportunities for teachers, evaluation personnel, administrators, and speech/language clinicians. The training initiatives focus on three areas: emotional disabilities, autism, and speech language disabilities. The selection of these priority areas were based on: results of needs assessments conducted by local education agencies; information obtained in public hearings conducted by the Joint Legislative Governor's Committee on Mental Health and Mental Retardation; recommendations of State Board of Education committees; recommendations of statewide committees and task forces of various South Carolina Departments and agencies; and recommendations of the staff of the Office of Programs for Exceptional Education and the Office of Technical Assistance of the South Carolina State Department of Public Instruction. The goals of this project are to: * Develop and implement a fully inclusive undergraduate program that involves ALL elementary education majors in a unified program of study leading to dual certification (as opposed to dual enrollment in two separate programs); and * Develop and support Professional Development Schools in order to provide a core of professional options for those students participating in field experiences. This program will develop a preservice program, an inservice program, and a series of field sites (Professional Development Schools) that will attempt to match changes in the schools. This project will take shape as follows: * Regional training on mental health issues of school-aged children with emotional/behavioral problems. School-based teams will be trained to respond to students whosuffer from mental illness, child maltreatment, or drug-related problems. Training will address educational programming, developing relationships, and communicating with children and their families. * Training for the establishment of model EH/BD classrooms to serve as training sites for South Carolina. Local education agency personnel from two school districts will receive on-site training at a model program located out of state. This program will be replicated in these districts and serve as training sites for local education agency personnel in other South Carolina school districts. * Crisis intervention training. This training is a "train the trainers" program to develop skills and techniques for effective non-violent crisis intervention. * Training of autism specialists. This training will include evaluation personnel and instructional personnel. * Training of speech-language clinicians is also part of this project.

*Grant Number:*H029H940035

Comprehensive System of Personnel Development: Standards-Based Education and Goals 2000

*Project Director:*Gibson, Faye

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Colorado State Education Agency
201 E Colfax Ave
Denver, CO 80203
Voice:(303)866-6887

*Purpose:*The Colorado State Training Grant will be facilitated by a Continuing Education and Professional Development Task Force and a Preservice Task Force. The content will feature standards-based education, leadership training for Goals 2000, and preservice preparation in special education.

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*Grant Number:*H029H940036

Recruitment & Preparation of Occupational Therapists, Physical Therapists, and Speech-Language Pathologists for Washington's Public Schools

*Project Director:*Fromme, Cathy

*Beginning Date:*Sep 1, 1994
*Ending Date:*Aug 31, 1999

Washington State Education Agency
P O Box 47200
Olympia, WA 98504
Voice:(206)753-6733

*Purpose:*This project is designed to: * Increase the number of speech/language pathologists, occupational therapists, and physical therapists entering public school service from Washington State institutions of higher education over the next five years; and * Increase the number of Hispanic/bilingual professionals in these fields to address the needs of the state's increasing Hispanic population. Activities will focus on recruitment of personnel interested in providing services in public schools and on support and further development of the state's five preparation programs at institutions of higher education. The objectives of the project are: * To establish recruitment activities to interest high school and community college students in selecting careers as school occupational therapists, physical therapists, or speech and language pathologists; * To increase the number of undergraduate and graduate students in occupational and physical therapy and in speech/language pathology who choose to work in the school system; * To provide support to the five university preparation programs so that each can implement or augment a program component considered critical to increasing its production of students who elect to provide school service; and * To develop recruitment procedures and strategies to increase the number of Hispanic/bilingual students enrolled in both undergraduate and graduate preparation programs for school service. Recruitment strategies will include the provision of: (a) career programs and shadowing experiences for high school and community college students; (b) conditional stipends for students who agree to serve two years in Washington's public schools; and (c) school field experiences and mentorship. Support for the state's five preparation programs will include assistance in the facilitation, development, and provision of coursework through telecommunications and the provision of support for additional preparation components identified by each institution as critical to increasing the numbers of therapists selecting school service.

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*Grant Number:*H029H940037

Personnel Preparation for Serving Students with North Dakota Schools

*Project Director:*Fischer, Valerie

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

North Dakota State Education Agency
600 East Blvd Ave
Bismarck, ND 58505
Voice:(701)328-3435

*Purpose:*In North Dakota, a number of special education positions are vacant, filled by persons in need of upgrading skills, or filled by an individual who has not fully met state qualifications. There is a strong need to develop available resources so that all personnel are fully qualified to assess and meet the educational needs of students with disabilities. This project will prepare educational personnel to meet the needs of students with disabilities through three objectives, which are to: * Award a limited number of year-long internships and a limited number of summer traineeships in priority areas of need; * Conduct a study to identify factors that influence retention of special education personnel in North Dakota; and * Assess the nature and scope of assistive technology training needed by personnel serving students with disabilities, and develop a plan to deliver training. Objectives will be carried out through methods, procedures, and techniques that have been used successfully in North Dakota in the past with regard to personnel preparation. For example, between 1991 and 1993, internships and traineeships enabled 107 individuals to receive additional training that increased their qualifications to meet state certification or credentialing requirements.

*Grant Number:*H029H940038

Building the Capacity to Address Bilingual Special Education Issues in New York State

*Project Director:*Demay, Fred

*Beginning Date:*Jun 15, 1994
*Ending Date:*Jun 14, 1999

New York State Education Agency
1 Commerce Plaza, Rm 1610
Albany, NY 12234
Voice:(518)486-7462

*Purpose:*This project concerns a variety of issues related to the provision of special education and related services for bilingual and multicultural students suspected of having a disability or who have a disability. There are three interrelated goals. The first goal addresses skill development for school district providers responsible for the evaluation of, and program recommendation for, bilingual students with disabilities. Related activities will establish an advisory committee of experts in the areas of nonbiased assessment, bilingual education, multicultural issues, and special education to advise the Department in all areas related to the project and to: * Establish a procedure to identify and disseminate information about outstanding programs; * Develop and deliver a one-day awareness training program for administrators and decision makers; * Develop and deliver an intensive training program for evaluators, Committee on Special Education members, and Committee on Preschool Special Education members; * Develop and deliver parent education materials for distribution by the State Department and local education agencies; and * Provide ongoing technical assistance and support to public school district personnel. The second goal addresses co-

ordination and linkages with institutions of higher education through establishment of a preservice subcommittee to the advisory committee, and through conducting annual University Leadership Institutes for key higher education personnel responsible for special education teacher/provider preparation programs. The intent of the coordinated effort is to encourage higher education to develop new or expanded programs to include skills regarding bilingual special education within the curriculums of their teacher education programs. This is a major undertaking when considering that New York State has more than 50 higher education institutions involved with teacher/related service provider preparation at the undergraduate and graduate levels. The third goal addresses state education agency leadership and capacity building within the higher education community by identifying strategies to reduce the critical shortages of bilingual special education teachers, speech and language personnel, psychologists, and evaluators. New York State will initiate an effort to identify and organize a National Leadership Group with representatives from other states and urban areas experiencing severe shortages of qualified bilingual special education personnel. The outcome of this activity will be to collectively identify innovative strategies that will be implemented at the state education agency level. New York State is particularly interested in conducting this component in concert with the federal Office of Special Education Programs, the National Association of State Directors of Special Education, and the National CSPD Collaboration Institute.

Grant Number: **H029H940039**

Providing Occupational, Physical and Speech-Language Therapy as Integrated Related Services in Connecticut's Early Intervention and Educational Systems

Project Director: Kirner, Maria

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

Connecticut State Education Agency
25 Industrial Park Rd
Middletown, CT 06457
Voice: (860)632-1485

Purpose: The purpose of this project is to improve the educational and early intervention services received by infants, toddlers, children, and youth with disabilities and their families through the provision of high quality integrated related services by professionals in occupational therapy (OT), physical therapy (PT), and speech/language pathology (S/LP). The Connecticut CSPD Council has identified the shortage of OT, PT, and SLP personnel for early intervention, preschool, and educational programs as a major personnel need. The CSPD Council has also identified a number of concerns regarding the preservice preparation of these personnel and the need to retrain currently practicing personnel so as to emphasize collaboration and teamwork skills; pediatrics; and family-focused, interdisciplinary, community-based models of service delivery. During the five years of the project, activities to address the supply and qualifications of these personnel will be undertaken. Major activities include: * Statewide recruitment programs and initiatives; * Pilot programs to improve preparatory coursework and clinical experiences for these allied health professionals; * A comprehensive and coordinated program of professional development; and * The establishment of regional support groups for practitioners. A Project Advisory Board will have broad-based representation and will be involved in all project activities. A major charge to the Board will be to address problems and barriers across agencies, organizations, and systems that interfere with collaboration and systemic change.

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*Grant Number:*H029H940040

Special Project to Provide Inservice Training and Technical Support to Promote Collaborative Teaming for Regular and Special Education Teachers

*Project Director:*Erickson, Wayne

*Beginning Date:*Jul 1, 1994
*Ending Date:*Jun 30, 1999

Minnesota State Education Agency
550 Cedar St
St Paul, MN 55101
Voice:(612)296-1793

*Purpose:*The Minnesota Department of Education has conducted a series of needs assessments to ascertain the training needs of providers of services to students with disabilities. Two major training needs emerged as a result of these assessments. The first priority to be addressed is to train regular education teachers and special education teachers to work together collaboratively. The second priority is to research and pilot service delivery models for providing positive behavior management for students with behavior disorders. To address those needs, the Minnesota Department of Education will train 30 teams of teachers (a regular education teacher and a special education teacher per team) each year. The teams will receive in-depth training on the Minnesota Mainstreaming Model. In that model, participants explore strategies to work collaboratively, develop communication skills, and utilize actual strategies for use in the classroom. They also learn skills on how to train others about the model. Over five years, 150 of these teams will be prepared. The teams will serve as a resource bank and will train additional teams in their districts or regions. Activities will be implemented to acquire and disseminate significant information derived from the model to interested teams in the state. Service delivery models that promote positive behavior management will be identified. After models are selected, they will be piloted in three to five sites to assure that the models are appropriate. If piloted successfully, the models will be disseminated statewide, and training will be offered regionally.

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*Grant Number:*H029H940041

A State-Wide Telecommunications-Based Training Program for Instructional Assistants

*Project Director:*Hofmeister, Alan

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

Utah State Education Agency
250 East 500 South
Salt Lake City, UT 84111
Voice:(801)797-3718

*Purpose:*The problem addressed by this project is the lack of a systematic, statewide infrastructure to equip paraprofessional staff working in urban and rural districts with the skills they require to meet increasingly complex demands of providing educational programs to students with disabilities. The project will emphasize paraprofessional training which: (a) is tied to validated competencies; (b) is delivered in field based settings; (c) includes procedures for assessing the mastery of the competencies which are taught; and (d) uses course structures that integrate knowledge acquisition and practicum experiences. Paraprofessionals targeted in this project will include noncertified staff with direct instructional responsibilities for students with disabilities. The project will develop, field test, and evaluate a training program

addressing skills and attitudes needed for paraprofessionals to perform their duties effectively. The program will be competency-based and field-based. The six competency areas of focus are as follows: * Orientation, role, and responsibilities of the paraprofessional; * Introduction to special education; * Instructional delivery for mildly to moderately disabled students, or instructional delivery for severely disabled students; * Behavior management; * Facilitation and support of integration; and *Physical and sensory impairments and special health care needs. In each competency area, training will be delivered via a course of 24 contact training hours for each trainee. Each course will consist of six sessions, each of which will include videotaped instruction, discussion and clarification of video material, development of a plan to implement the newly taught skill, direct practice with special education students, and evaluation of the mastery of new skills.

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*Grant Number:*H029H940042

Oregon SEA Inservice Training Project: Merging Educational Reform and Supported Education

*Project Director:*Jackson, Patricia

*Beginning Date:*Jul 1, 1994
*Ending Date:*Jun 30, 1999

Oregon State Education Agency
255 Capitol St NE
Salem, OR 97310
Voice:(503)378-5598

*Purpose:*This project is the marriage of two initiatives: educational reform and inclusive education. Combining these efforts will create a new educational structure that will be responsive to the unique individual needs of all students, will provide relevant education preparing students for a new future, and will develop communities of caring citizens. As a result of this newly created educational system, all students will emerge with skills commensurate with their capabilities. Their educational preparation will allow them choices for their futures, whether this be higher education, advanced professional or technical training, or immediate transition into the world of work. The priority need for the Oregon Department of Education is the creation of a new educational system which integrates special education and general education into one system that supports all students and families. This need is documented by multiple sources, including administrators, general education and special education teachers, support personnel, families and advocates, business community leaders, legislators and students. Special education plays a key leadership role in creating a new educational system that is responsive to the needs of each of Oregon's students. This project is designed to assist in the retooling of Oregon's educators. Teachers, administrators, early intervention personnel, and community members will engage in ongoing professional development to learn new and more effective systems in which to teach students to be prepared for the future. This project will support local school districts as they move through the change process. For many districts, this will mean exploring the rationales for change and building a knowledge base regarding educational restructuring and inclusionary practices. For some, it will mean assisting them in their journey by enhancing efforts at educational reform and ensuring that all students are included. For still others, it will mean helping them to incorporate new educational practices into existing systems that already support all students within neighborhood schools. The emphasis of this project is to facilitate systems change efforts at the local level by supporting early intervention agencies, schools, and districts to investigate and develop their own site-based models for service delivery, rather than providing "a model" that districts would adopt. In order to precipitate the development of effective programs, the Department will assist local districts by implementing an overall plan to nurture and guide their development. The plan is based on the process of change as described by Matthew Miles and Michael Fullen. This project will systematically provide a variety of

supports to school districts and early intervention personnel engaged in creating a new kind of educational system. As a result of this project: * School districts will have increased knowledge, understanding of rationales, and strategies for educational reform; * School district personnel will demonstrate competencies and increased capacity for implementation of school reform; and * Participants will become reflective practitioners as evidenced by adopting, developing, and implementing best practices in schools and special education restructuring.

Grant Number: **H029H940043**

Learning Links: A Project Responding to Personnel Shortages and Training Needs

Project Director: Losh, Mary Ann

Nebraska State Education Agency
PO Box 94987
Lincoln, NE 68509
Voice: (402)471-4357

Beginning Date: Aug 15, 1994
Ending Date: Aug 14, 1999

Purpose: This project will alleviate critical personnel shortages and improve the qualifications of personnel by developing a Learning Links team — by identifying, training, brokering, and networking the services of special education service providers. This strategy is intended as one among several implemented by institutions of higher education and the Nebraska Department of Education (NDE) designed to alleviate shortages of special education teachers in certain endorsement areas and to improve the quality of service to children with disabilities in special and general education classrooms. Nebraska is a rural state with a teacher certification and endorsement system that allows a teacher to serve students with any handicapping condition, as long as the special education teacher's endorsement matches the disability category of at least one student in the caseload. NDE data on recent CSPD reports do not reflect a substantive shortage of unfilled teaching positions, but the Department is aware that many districts provide special education services with teachers who may lack specialized endorsements for certain students in their caseloads. In November 1993, the CSPD Committee set as a priority for this project the redirection and enhancement of an earlier pilot project which recruited and developed a team of specialists able to provide direct service, consultation, and training for teachers in areas where personnel shortages and teacher preparation deficiencies are most acute. A summary of activities is as follows. OBJECTIVE: Revise, modify, and expand the Approved Service Provider System to create a team of personnel able to meet the needs of children with disabilities who are unserved or underserved. ACTIVITIES * Refine the Service Provider list to provide school personnel with detailed information about provider qualifications, education, experience, and expertise. * Recruit additional service providers, including retired, not presently working, independently employed, other employed and under-employed special education and related services personnel and in-service trainers as Learning Links team members. * Provide two days of training per year for service providers. * Develop and disseminate a hard copy catalog of service providers. * Provide a toll-free telephone number for schools and providers to use to access information about potential service providers. * Provide access to the service provider catalog via electronic communication. * Disseminate and network the skills of team members through a Promising Practices Conference and a series of annual teleconferences for an audience of special educators and other consumers of services. * Evaluate the training provided to the team, the teleconference, and the Promising Practices Conference. * Evaluate the quality of services provided. This project will provide training to the team, and, through team activities, provide in-service/consultation to an estimated 550 teachers annually via brokering, dissemination, and networking

of the Learning Links team. Services delivered to schools through this project will provide high performance learning outcomes for students with disabilities.

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*Grant Number:*H029H940044

Personnel Training Grant

*Project Director:*Ratoosh-Simon, Amy

*Beginning Date:*Sep 1, 1994
*Ending Date:*Aug 31, 1999

Georgia State Education Agency
1970 Twin Towers East
Atlanta, GA 30334
Voice:(404)656-9958

*Purpose:*The goal of this project is to provide additional resources to address special education personnel supply and training needs, as identified in Georgia's Comprehensive System of Personnel Development. This information has been gleaned from analysis of information from the Education Recruitment Services Office; Professional Standards Commission; CSPD State Advisory Panel; needs assessment surveys; and interviews with local school system administrators, teachers, consortia, State Advisory Panel, Georgia Council of Administrators of Special Education, the Local Education Agency Planning Committee, faculty from Georgia's colleges and universities, and Georgia Department of Education staff. Regional and statewide training objectives for meeting the overall goal include: * Provision of inservice training activities in educational programming identified in the most recent CSPD/State Advisory Panel needs survey. Educational programming includes but is not limited to: educational strategies, technology, transition, and preschool vision training. * Provision of inservice technical assistance, training, and dissemination activities related to strategies development in technology. * Development and implementation of a strategy targeting special recruitment and retention efforts to address critical personnel shortages in special education. * Further development and refinement of management procedures for collecting, analyzing, and disseminating information relating to the CSPD. Implementation of these activities will be conducted through the 17 centers of the Georgia Learning Resources System (GLRS) network, in coordination with the state education agency, local school systems, and colleges and universities. Activities will be available statewide and regionally, and each local region will also design additional activities to meet objectives, as identified through its local needs assessment processes.

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*Grant Number:*H029H940046

Arkansas Department of Education Training Program

*Project Director:*Nelson, Susie B.

*Beginning Date:*Sep 1, 1994
*Ending Date:*Aug 31, 1999

Arkansas State Education Agency
#4 St Capitol Mall, Rm 105-C
Little Rock, AR 72201
Voice:(501)682-4222

*Purpose:*The following objectives have been developed to implement a five-year plan for the system of personnel development that is required to fulfill Arkansas' commitment to an inclusive educational envi-

ronment: * Provide the materials and content training on specific topics to maintain an adequate current knowledge base for the personnel providing educational services to young children and youth of Arkansas, as identified through established needs assessment processes; * Provide training and planning opportunities to facilitate and reinforce collaborative teams within disciplines and across disciplines; and * Provide training and networking opportunities to develop and reinforce leaders within and across specific disciplines, constituencies, and agencies.

Grant Number: **H029H940047**

In-Service Training of Personnel for Related Services: Psycho-Educational Assessment/Speech Pathology

Project Director: Morales, Maria T.

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Puerto Rico State Education Agency
PO Box 190759
San Juan, PR 00919
Voice: (787)759-7228

Purpose: The Puerto Rico Department of Education has identified a need to develop a program which focuses on the preparation of personnel in the area of psychoeducational assessment and speech pathology. This need has been identified as the result of the compliance agreement with the federal government, and analysis of the number of children still awaiting their initial assessment and re-evaluation as required by law to determine eligibility for special education services. To address these needs, the Puerto Rico Department of Education will enhance psychoeducational assessment and speech pathology services for disabled students by training additional and more competent specialists in psychoeducational assessment and speech pathology at the graduate level and making recommendations to higher education institutions for the improvement of the preparation of personnel in these areas.

Grant Number: **H029H940048**

Inservice Training, Technical Assistance and Peer Coaching Activities for Students with Disabilities to Be Served in an Inclusive Environment

Project Director: Bailey-Anderson, Susan

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Montana State Education Agency
PO Box 202501
Helena, MT 59620
Voice: (406)444-2046

Purpose: The Montana Training for Inclusive Education (TIE) project consists of a program of inservice training, technical assistance, and peer coaching activities to increase opportunities for students with disabilities to be served in an inclusive educational environment. Over a period of five years, 90 local education agency teams will receive extensive training in strategies for cooperative learning and inclusion and in techniques for team-building, collaboration, and peer coaching. Teams will receive technical assistance

as they implement their training in their schools and classrooms, and they will serve as peer coaches to other educational personnel seeking to implement inclusive education. Each team will include six people: a regular education teacher, a special education teacher, an administrator, a member from related services, a parent, and a paraprofessional. Working together, they will form an effective and supportive system for initiating inclusive education to the extent appropriate to the needs of the student with disabilities. Further, because of their various roles, team members will be effective in communicating with other teams seeking to initiate inclusive education strategies. Regional trainers/consultants will provide a cost-effective rural service delivery model for inservice training and technical assistance. The model also ensures locally relevant service delivery to address the diverse needs of a large, rural state. By training local district teams, the project will develop the commitment, cooperation, and collaboration among several individuals necessary to effectively integrate students with disabilities into regular classrooms. By developing local district teams to serve as peer coaches, the project will create a mechanism for supporting the changes required in an inclusive education approach, both in their home schools and in peer schools. Through the activities conducted in the nine regions of the state, the project will train 540 individuals in 90 school districts. It has the potential for directly benefiting approximately 20 percent of Montana students with disabilities. Peer coaching activities by participants could also result in a training "ripple effect" which could benefit at least an additional 20 percent. By increasing the educational options available, the Montana Training for Inclusive Education project will provide more opportunities for students with disabilities to receive the most appropriate education.

Grant Number: **H029H940049**

Comprehensive System of Personnel Development (CSPD) Training Grant

Project Director: Dailey, Mae B.

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

New Jersey State Education Agency
10 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625
Voice: (609)984-4955

Purpose: The goal of the New Jersey Comprehensive System of Personnel Development (CSPD) training project is to enhance the professional development of instructional, child study team, supervisory personnel and parents who influence the learning and development of students with disabilities.

Method: This project will provide coordination to the Comprehensive System of Personnel Development (CSPD) between the Office of Special Education Programs (NJOSEP) of the Department of Education and in the Division of Vocational Rehabilitation, Department of Labor. It will coordinate preservice and inservice training in special education and related services areas. Training provided for personnel working with people with disabilities by the Departments of Education, Higher Education and Labor, and professional associations, will be coordinated through the establishment of a CSPD Training Work Group. The work group will include representatives of Departments of Education and Labor providing special education and related service training. Specifically, the CSPD Coordinator, the Learning Resource Center (LRC) Coordinator, the Training Coordinator of the Division of Vocational Rehabilitation and the Special Needs Coordinator of the Office of Adult and Occupational Education will serve this group. The CSPD work group will form an umbrella collaborative to assess the needs and recommend training for current and future personnel working with individuals with disabilities and for the parents of those individuals. The CSPD Training Grant will support training provided by the NJOSEP including the LRC,

Preschool Project and Special Projects of the staff of the NJOSEP. Through newsletters, surveys, video presentations, calendar coordination, fiscal processing and regular communication, a collaboration of existing training systems will work to eliminate duplications and omissions in preparation and personnel development. Through the efforts of the CSPD work group, preservice and inservice needs of administrators, teachers, parents, paraprofessionals, child study team members, school counselors and vocational rehabilitation counselors will be analyzed and planned. A CSPD Conference Planner will manage the fiscal requirements of the training projects and centralize the bidding and contracting for training consultants and facilities. The LRC Special Education Consultants will be able to provide more direct training activities as a result of this change.

Grant Number: **H029H940050**

California Comprehensive System of Personnel Development

Project Director: Dougan, Pat

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

California State Education Agency
P. O. Box 944272
Sacramento, CA 94244
Voice: (916)327-3502

Purpose: This project is designed to strengthen the statewide Comprehensive System of Personnel Development (CSPD), building on the collaborative work that produced the document called "Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development." The project has a parallel structure of state and regional activities. Component 1 describes the state activities, which are led and managed by state-level teams and then modeled to Regional Coordinating Councils. These Councils will adapt the process to match geographic priorities. The three activities addressed in Component 1 are: (a) the CSPD Advisory Committee; (b) Plan 2000 Design Team task forces; and (c) the Strategic Leadership Seminar. Component 2 includes a process to ensure that regions continue their collaborative, strategic efforts at the regional level. This application proposes to support their efforts through three activities: (a) Regional Match grants; (b) Personnel Recruitment Regional Consortia (PeRRC); and (c) technical assistance provided to the Regional Coordinating Councils. The six priority goals in Plan 2000 address statewide needs and require continued collaborative work among the California Department of Education, local education agencies, institutions of higher education, private schools, parents, families, professional organizations, other agencies, and community groups. Representatives of these groups will work together in task forces on the six goal areas of the plan, which relate to families, personnel recruitment and retention, qualified personnel, transition, early intervention, and least restrictive environment. They will implement strategies to ensure that outcomes are achieved and quality personnel are available to meet the needs of infants, toddlers, children, and youth with disabilities and their families. In addition to the development of Plan 2000, strategic planning was begun in 1992 by the 12 CSPD Regional Coordinating Councils at training conducted by National Strategic Planning Institute staff. These regional teams participated in and began the development of plans to reflect the diverse population, economic, and geographic differences throughout the state. In 1993, staff from the National Institute for CSPD and from the state CSPD design team conducted day-long follow-up training and technical assistance visits to the twelve regions and to the state CSPD Advisory Committee to further the planning and to refine strategic thinking, management, and leadership. This project builds on and expands the success experienced over the past two years of CSPD strategic planning.

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*Grant Number:*H029H940051

Special Education Personnel Preparation

*Project Director:*French, Jane

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

American Samoa State Education Agency
P. O. Box DOE
Pago Pago, AS 96799
Voice:(684)633-1323

*Purpose:*This project will continue and expand the training program for special education teachers and specialists in American Samoa. The goal is to provide degree-related course work on-island thorough technical assistance agreements with the Hawaii University Affiliated Program of the University of Hawaii and with the American Samoa Community College. The quality of inservice training for teachers and specialists will also be improved through consultation with University of Hawaii faculty members. In-service training activities will take place on-island and in Honolulu. An important feature of the project is the continued utilization of local specialists to deliver undergraduate special education courses on-island, through the mentorship program with the University of Hawaii. Local capacity building and enhancement of the knowledge and skills of the specialists are important benefits. Fifty-five special education teachers and eight specialists are expected to benefit from the preservice degree-related activities. Eighty-two teachers and specialists will benefit from the inservice activities of the project.

*Grant Number:*H029H940052

Special Education and Related Services Personnel Preparation in CNMI

*Project Director:*Rudy, Barbara

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

CNMI State Education Agency
P. O. Box 1370 CK
Saipan, MP, 96950
Voice:(670)322-9956

*Purpose:*This project focuses on the development of locally based personnel development and allows the Public School System to support existing personnel and local youth to seek career development and advancement in special education and related services. The project was developed in collaboration with Northern Marianas College, the University of Guam, and the University of Hawaii, in order to: * Develop, implement and evaluate a Comprehensive System of Personnel Development; * Plan, deliver and evaluate inservice training activities (non- degree training); and * Plan, deliver, and evaluate degree- focused training. The primary objectives of this project are: * To enhance opportunities for indigenous people to enter and remain in careers in special education and related services; and * To increase the level of education of current Public School System personnel up to the bachelor's level. Through the expansion of current training programs available at the associate level at Northern Marianas College, development of local opportunities for the bachelor's degree, and coordination with advanced degree programs, the project will increase the resource pool of local personnel and the training options available to them.

Grant Number: **H029H940053**

Training Personnel for the Education of Individuals with Disabilities

Project Director: Aldrich, Sandra P.

Virginia State Education Agency
P. O. Box 2120
Richmond, VA 23216
Voice: (804)225-2096

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Purpose: This project is a joint effort among the Virginia Department of Education, the Departments of Occupational Therapy and Physical Therapy at Virginia Commonwealth University, the Virginia Institute for Developmental Disabilities, and the Department of Occupational Therapy at Shenandoah University. It will expand the number of occupational therapists and physical therapists who are specially trained to provide services to students in the public schools of Virginia. Once these personnel are employed in a school system, follow-up support will be given to trainees through a mentorship program. Two levels of training will occur. The first will prepare entry level occupational therapy and physical therapy students with basic skills to practice in school settings; they will receive an interdisciplinary certificate in school-based therapy. The other level will recruit and prepare currently registered therapists to work in school settings. Graduate courses in school-based therapy, interdisciplinary team work, and school-based field work will be developed. A retraining program and a mentorship program will also be implemented. Overall, the project addresses the following seven purposes: * To select at least 10 trainees in occupational and physical therapy each year (50 over five years) who will participate in a specialized program designed to develop interdisciplinary skills to work in the school system after graduation; * To develop a competency-based training program for occupational and physical therapy trainees, with the following priorities for school system practice: (a) using collaborative teamwork skills within a variety of service delivery models; (b) developing educationally relevant and functional goals for students; (c) implementing full inclusion and transition services; (d) providing effective service delivery in unserved rural/urban school systems; and (e) supervising certified assistants and paraprofessionals effectively; * To implement a regional mentorship program so all trainees will be provided with support during their first year of working in a public school system; * To expand the capacity of Virginia Commonwealth University's Department of Occupational Therapy to accept eight to ten additional students into the entry-level training programs; * To recruit already trained therapists to work in the school system through inservice education or graduate study; * To systematically evaluate and document outcomes from the project and modify the training project according to evaluation results; and * To disseminate project information and materials to other states and universities to: (a) describe program methods, content, and effectiveness, and (b) provide a model for replication.

*Grant Number:*H029H940054

CPEP: The Center for Professional Education Partnerships

*Project Director:*Wells, Robert

*Beginning Date:*Oct 1, 1994
*Ending Date:*Sep 30, 1999

New Hampshire State Education Agency
101 Pleasant St
Concord, NH 03301
Voice:(603)271-1536

*Purpose:*This project will develop a Center for Professional Education Partnerships (CPEP), which will assume the management of the PEP Program (an alternative program for training special educators), and also will conduct other significant programs in accordance with current and emerging high priorities identified by the CSPD. In addition to continued PEP training, a key activity planned for 1994-95 is the continuation of the Special Education Leadership Institute, a special education administrator staff development program. In addition, CPEP will enable PEP to accomplish several things not previously possible: * The development and delivery of discrete portions of its training package on an inservice basis for educators who are not seeking certification, but who wish to expand their skills with respect to students with disabilities; * The transformation of PEP into a program which is no longer dependent on state and federal funding; and * Exploration of the feasibility of using the PEP model to train educators and related service personnel in other shortage areas. The content of all CPEP programs will be based on competencies set forth by the State of New Hampshire for certification of personnel, and further influenced by exemplary professional practices and stakeholder needs. Program operations, including ongoing curriculum development and improvement, management services, and technical support are subcontracted to State institutions of higher education. Evaluation consists of monitoring of activities, determination of effectiveness, and assessment of impact. CPEP is funded by its stakeholders, with the state and federal education agencies, local school districts and trainees sharing operational costs. Funds from the new federal grant will be used mainly to support current PEP trainees and activities of the Special Education Leadership Institute.

*Grant Number:*H029H940056

New Mexico Interagency Collaboration Model to Prepare Special Education Personnel

*Project Director:*Penn, Patricia

*Beginning Date:*Sep 1, 1994
*Ending Date:*Aug 31, 1999

New Mexico State Education Agency
Office of Special Education
Education Bldg, 300 Don Gaspar
Santa Fe, NM 87501
Voice:(505)827-6541

*Purpose:*This project supports a multi-agency collaborative initiative that was established in 1990 among the New Mexico State Department of Education, the five public state universities, a university of continuing education offering courses through distance delivery models, and statewide parent advocacy organizations to meet critical shortages of fully licensed and certified special education personnel in the State of New Mexico. During the coming five years, this project will fund the training of approximately 625 stu-

dents, special education teachers, related service personnel, parents, and paraprofessionals to serve children and youth with disabilities, birth through age 21. The project addresses the following specific personnel training needs identified in the New Mexico Long-Range Plan for Special Education, "Vistas Sin Limites." * Resolve knowledge/experience/commitment deficiencies; * Improve support for instructional personnel; * Improve services for children with disabilities who are culturally and linguistically diverse; * Improve specialized programs/services in local education agencies, regional education cooperatives, and state-supported educational programs; * Improve interagency collaboration; * Improve parent involvement in the schools; and * Improve leadership of the state education agency. The specific objectives of this project are to: * Enhance interagency collaboration among the participating agencies, universities, and organizations; * Identify, recruit, and enroll trainees from rural areas, those who are culturally and/or linguistically diverse, and those who have a disability or are parents or family members of individuals with disabilities in special education personnel training programs; * Involve parents of children and youth with disabilities in special education personnel training programs through each of the five collaborating universities; * Enable project-supported students in paraprofessional and/or teacher training programs to acquire and demonstrate competencies in special education required for state certification or licensure; * Disseminate "best practices" information resulting from the New Mexico Interagency Collaboration Model to Prepare Special Education Personnel on a regional and national basis; and * Develop mechanisms to assure continuation of multi-agency efforts after termination of the grant period.

Grant Number: **H029H940057**

Enhancing the Capacity of the SEA in Conjunction with the IHE System to Retain Teachers and Improve the Quality of Teaching

Project Director: Balcom, Fred

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

Idaho State Education Agency
Special Education Section
650 W State St
Boise, ID 83720
Voice: (208)334-3940

Purpose: The focus of this project is to expand Idaho's regionally based delivery system of information, technical assistance, and training, which was cooperatively developed by the major universities and the State Department of Education. This system has been extremely effective, but the growth in the southeast region has outstripped the current resource. The addition of one regional consultant in the southeast will realign the number of districts and the number of special education students closer to the numbers for the north and southwest regions. The additional activities include: * Continuing the partial support for the CSPD consultant in the State office; * Continuing support of the State's CSPD Committee; * The development of technical assistance videos in cooperation with Idaho's Public Broadcast System to address the recommendations of the Special Education Advisory Panel; and * An introduction to distance learning telebroadcasts as an alternative to providing information to rural and remote districts.

(84.086J)
State-Wide Systems Change: Children with Severe Disabilities

***Grant Number:*H086J940003**

Inclusion: On Course with New Directions

*Project Director:*Brooks, Martha

Delaware Department of Public Instruction
Exceptional Children Team
P.O. Box 1402
Townsend Bldg.
Dover, DE 19903
Voice:(302)739-5471

*Beginning Date:*Jul 1, 1994
*Ending Date:*Jun 28, 1999

*Purpose:*To ensure the full inclusion of children and youth with severe disabilities in Delaware's systemic reform initiative New Directions, providing these students with appropriate in-class support.

*Method:*This project includes four main goals. To achieve Goal 1, staff will identify policy, funding and structural barriers to effective inclusion and develop strategies to remove them. First, staff will ensure that all people associated with this project reflect the diverse populations of the state of Delaware. Staff will then use the report from the Special Education Study Committee to develop implementation strategies for recommended changes aligned with New Directions. To meet Goal 2, project staff will develop and implement a plan to ensure that parents and educational personnel have the necessary competencies to support children with severe disabilities in inclusive settings. Staff will develop in-depth information and skill development training modules on inclusive education, and prepare parent training modules, increasing the existing resources of the Parent Information Center (PIC). Project staff will also develop and implement a plan for modifying both pre-service and in-service professional development within the State to ensure that both regular and special education staff have the necessary competencies to meet diverse student needs in inclusive settings. Goal 3 includes the development, implementation, and replication of age appropriate inclusive sites for children with severe disabilities that maximize family and interagency involvement. Through Goal 4, staff will provide for students with severe disabilities a statewide performance-based assessment and accountability system that is linked to the regular state system for all students, but provides more meaningful information for making system and individual decisions for such students. To meet this goal, staff will define the linkages of functional curricula for students with severe disabilities to the curriculum frameworks for all students and establish agreement on those linkages.

*Products:*This project will provide a cross-categorical model designed to improve integration into age appropriate sites, and an alternative portfolio system that parallels the regular assessment system and will accurately reflect the skills of students with severe disabilities. Materials, curricula, etc. will be disseminated through current state newsletters and other publications.

Grant Number: H086J940005

Massachusetts Inclusion Initiative

Project Director: Kiernan, William

University of Massachusetts - Boston
Graduate College of Education
Harbor Campus 100 Morrissey Blvd.
Boston, MA 02125
Voice: (617)355-6506

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Purpose: To develop a statewide inclusive education system for all students in Massachusetts, birth through 21 years of age.

Method: This project will utilize a collaborative structure that will implement six discrete but inter-related components intended to effect systems change on both state and local school district levels. The project's two-fold conceptual framework includes systems theory and change strategies on the state and local levels and an inclusive education model on the programmatic level. System change strategies will include 1) administrative restructuring to develop a unified system of education, 2) building-based leadership emphasizing training principals on inclusion values, 3) support to community service providers including coordination of health and social agency services, and 4) collaboration among schools, early intervention programs, and state-and community-based agencies. The project's educational components include 1) collaboration among regular education, special education and related services personnel and 2) technical assistance to teachers to help develop collaborative teaming, cooperative learning, non-aversive behavior management, assistive technology, natural supports, etc. Project staff will also establish a Project Advisory Committee (PAC) composed of a consumer majority, analyze and implement policies to promote inclusion of students with severe disabilities coordinating existing inclusion initiatives, develop an Inclusion Guide focusing on strategies for adapting curricula for regular and special educators, provide technical assistance to agencies serving infants and toddlers and LEAs that will prevent the placement of students in segregated settings, and train parents, early intervention staff, administrators, community service professionals, and students with and without disabilities (N=750) on inclusion of students with severe disabilities.

Products: This project will result in increased inclusion of all infants, toddlers and students with severe disabilities in their local communities, development of statewide outreach strategies to serve students and family members from diverse ethnic and cultural backgrounds, and dissemination of training materials and implementation guides to all state LEAs, early intervention programs, and programs that specialize in deaf/blindness.

Grant Number: **H086J940007**

Pacific Basin Region Wide Systems Change Project

Project Director: Kelly, Dottie

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

University of Hawaii
Hawaii University Affiliated Programs Sakamaki Hall, D-200 2530 Dole Street
Honolulu, HI 96822
Voice: (808)956-6449
Fax: (808)956-5713
E-mail: stodden@hawaii.edu

Purpose: To facilitate systems change to improve the quality of special education and related services for children with severe disabilities in the outer Pacific Basin through full inclusion in their homes, communities and regular age-appropriate classrooms in neighborhood schools.

Method: The change process to be replicated, having been implemented and field tested in Hawaii, includes the following components: (1) piloting of innovations; (2) establishing innovations through model demonstration; (3) replicating models at other sites; and (4) institutionalizing support for those innovations through systems change. A plan will be developed and implemented to evaluate the current and desired status of inclusion of students with severe disabilities in all participating jurisdictions. A plan for full inclusion services and supports for children and youth with severe disabilities currently being served in their home schools will also be developed and implemented. Students not currently served, underserved, or served on segregated school campuses will be the subject of a further plan for full inclusion services. Project staff will identify and modify jurisdiction and state guidelines, policies, and procedures to support inclusive education and to eliminate policies and procedures that serve as incentives. Social interactions, acceptance, and friendships between children and youths with severe disabilities and their nondisabled peers will be promoted and planned for as well. Department of Education and school program improvements supporting inclusive home, community and education services and supports will also be evaluated and monitored. The project will further work to institutionalize, replicate, and disseminate full inclusion services and supports for children and youth with severe disabilities in home, community and school environments.

Products: The Hawaii UAP will provide leadership and support to each jurisdiction in planning, development, and evaluation of activities to meet goals and activities of the project. Furthermore, the project will monitor and evaluate program activities at each project site, nurture the unique cultural values of each site and promote and ensure self-determination in each island community.

Grant Number: **H086J940012**

Georgia Systems Change Project for Education of Children and Youth with Severe Disabilities

Project Director: Alberto, Paul

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Georgia State University
College of Education, Dept. of Special Education
Dept. of Educational Psychology & Special Ed.
Atlanta, GA 30303
Voice: (404)651-2310

Purpose: To improve the quality of special education and all related services delivered in inclusive, age-appropriate regular school and community environments for students with severe disabilities.

Method: Project Staff will first identify, develop, revise, and adopt policies and procedures which support effective inclusive educational strategies for students with severe disabilities. After documenting and disseminating policy results, staff will facilitate a collaborative approach among various resources on state, system and campus levels to meet the educational needs of children and youth with severe disabilities. Project Staff will then provide training opportunities to state, system, and campus personnel while increasing their capacity to provide ongoing training through best practice case studies and data-based presentations concerning inclusive education and its impact on learners with and without disabilities and their families. To develop teacher training programs, staff will collaborate with the Institutions of Higher Education (IHE) Consortium of Teacher Preparation programs in Severe Disabilities to recommend inclusion strategies. Staff will also facilitate family participation at all levels of policy discussion and collaboration by providing training experiences for family members for per-to-peer training. Staff will also prepare products specifically for family members, including slide presentations and information factsheets. Finally, staff will ensure that the process to improve educational services for students with severe disabilities continues beyond the funding period by providing a system for ongoing policy/procedure and strategy review. METHODS: This project will result in increased awareness of inclusion options and benefits by family and community members and demonstrations in ten systems of the implementation of strategies/models for the provision of inclusive education for students with severe disabilities. Project results including policy review documents and revision plans will be disseminated on various levels.

Grant Number: **H086J950003**

Structuring Educational Reform to Create Inclusive Neighborhood School Options for Diverse Learners

Project Director: Rogers-Connolly, Terri

Colorado Department of Education
Special Services Unit
201 East Colfax
Denver, CO 80203
Voice: (303)866-6702

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

Purpose: To merge regular education school reform and special education initiatives to create inclusive neighborhood school options for all learners.

Method: Bellamy's Whole School Framework (1993) will be used as the conceptual basis for project efforts to bring about systemic school reform. The main features of the WSF model as it pertains to this project include enhancement of the learning environment and ongoing professional development. After identifying schools to participate, staff will develop a self-evaluation instrument based on the WSF model to evaluate functioning levels of these schools. Based on these results, specific building-level action plans will be developed. The capacity of the building level leadership teams network will be built up through access to and training in electronic communication, bulletin boards, literature and database systems. Linkages will then be developed between participating schools in their first year and other schools to be mentored in the second year. Special and regular education staff development systems will be merged, and materials and media which are responsive to the needs of school professionals will be acquired and made available. Professional development opportunities will be provided which focus on individualization of assessment, curriculum, and instruction. An annual summer institute will be conducted to provide professional development opportunities in areas of targeted need, and onsite reviews will be linked to further opportunities for professional development. Through parent training and liaison, staff will create community support for change and organizational restructuring incorporating inclusionary practices through parent/local community members. Strategies for the implementation of Goals 2000 and the Standards Based Education Act will be developed and results of this implementation for students with disabilities will be analyzed.

Products: Project outcomes will include: (1) formation and maintenance of Building Level Leadership Team networks; (2) ongoing professional development supporting collaboration, curriculum, instruction and assessment meeting the needs of all learners; and (3) dissemination of information gathered through implementation of this project to state-level policy makers engaged in crafting guidelines for Standards Based Education.

Grant Number: **H086J950009**

New York Partnership for Statewide System Change

Project Director: Guigno, Matthew

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 2000

New York State Department of Education
VESID
One Commerce Plaza, Room 1624
Albany, NY 12234
Voice: (518)486-7462

Purpose: The New York Partnership for Statewide Systems Change Project 2000 will conduct a series of staff development, community training, technical assistance, higher education planning, and model demonstration and evaluation activities across a five-year period to expand and enhance the capacity of local school districts throughout the state to serve students with significant disabilities in general education settings.

Method: The Partnership will design and propose revisions to funding provisions and regulations to enable local school districts to collaborate with regional public and private agencies to provide quality inclusive schooling to students with significant disabilities, and it will design and propose interagency agreement models to formalize the provision of educational and other support services by local school districts.

Products: The project will result in expanded and improved inclusive teacher education programs leading to certification in both general and special education throughout New York. The project's validated model for systems change will ensure that culturally appropriate service delivery models and activities will be carried out each year to support service delivery and community awareness needs for professionals and parents.

Grant Number: **H086J950011**

California Confederation on Inclusive Education

Project Director: Pumpian, Ian

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

San Diego State University Foundation
5250 Campanile Drive
San Diego, CA 92182-1900
Voice: (619)594-4179

Purpose: To support the development and replication of inclusive schools as the next step toward the state's goal of providing the least restrictive educational environment for all students with severe disabilities.

Method: A shared data based will be established to be used commonly across all current state level educational reform programs to use as the basis for increased general and special education communication and collaborative planning. A statewide policy audit will also be conducted with the input and guidance of stakeholder groups representing teachers, parents, advocacy groups, and administrators. This audit will develop the following: (1) a California Department of Education policy on inclusive education; (2) state guidelines for inclusive education which are supportive of a well-defined, individualized process; (3) changes to the California Education code to better support innovative inclusive models which retraining

individualized protections; and a fiscal model based on student needs rather than locations. Standards impacting inclusive education will be inventoried and analyzed in order to develop programmatic standards for inclusive education, identification and adoption of specific competencies, and dissemination of a statewide model IEP format. Locally, the program will provide technical assistance to 24 LEAs to facilitate development and implementation of inclusive schools across all grade levels. LEAs will be linked with other districts in their region to ensure relevance and continuity of the planning and change effort, and with "mentor" districts implementing inclusive education. At the site level, staff will conduct needs assessment and establish a collaborative student planning process to ensure relevant, individualized, and effective instructional programs and support plans. At least 24 building level resource centers will be established with representative training teams to provide outreach, training, visitations, and information for replication partners both within and beyond the LEA. Project staff will assist in developing growth plans and training teams to support team outreach.

Products: The primary products of the project planned for dissemination will include the state level initiatives data base, local procedural handbooks, training modules, regional resource libraries, resource center activities, and an innovative preservice training programs data base. Project findings will otherwise be disseminated through newsletters, journal articles, audio conferencing, training modules, and telecommunications networks. Public awareness presentations and local workshops and inservices will also be conducted to increase general awareness and enhance local competencies.

Grant Number: **H086J950012**

Statewide Systems Change for Children with Severe Disabilities

Project Director: McGregor, Gail

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

University of Montana
Rural Institute on Disabilities
52 Corbin Hall
Missoula, MT 59812
Voice: (406)243-2348

Purpose: To support schools in developing plans for educational change that are: (a) locally determined and responsive to local needs; (b) based on learning about available possibilities; (c) based on an awareness of the dynamics of change; and (d) broadly focused on the various components that define the culture of the school.

Method: Staff will provide training and disseminate information to increase the awareness of educational approaches that enable general education classrooms to be more responsive to the individual needs of diverse students, including those with severe disabilities. A network of local schools that are using successful classroom practices to meet diverse student needs will be formed, and the program will sponsor network opportunities to foster the exchange of ideas among local school districts looking for responsive instructional and organizational practices. Support and training will be provided to increase the availability and capacity of local and regional providers of technical assistance to support schools in their adoption of inclusive education strategies. Key individuals and organizations will be identified which can bring fresh perspectives on inclusion to the policy and program implementation levels beyond the arena of special education.

Products: Presentations, a newsletter, and individual support will be provided to disseminate project findings at local, regional and state levels. Conference presentations, journal articles, and a directory of model sites will also be produced.

Grant Number: **H086J950013**

From a Child's Perspective: Systems Change in South Dakota

Project Director: Graney, Phylis

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 2000

South Dakota Department of Education and Cultural Affairs
Office of Special Education
700 Governors Drive Kneip Bldg.
Kneip Building
Pierre, SD 57501
Voice: (605)224-9554

Purpose: To significantly enhance and expand available opportunities for children with severe disabilities to receive educational services in regular education settings in South Dakota.

Method: The proposed project will work to create systems change at the state, higher education, community, and school levels. Within local school districts, systems change emphasis will be placed on getting more children into successful regular education placements. Team building skills, inclusion of parents as team members, and district-wide planning for inclusion will be stressed. The project will develop tools for use by regular education teachers, special education teachers, related services personnel, and administrators to plan and implement district-wide inclusion practices. Model schools will be selected and provided with support to implement district and community-wide systems change efforts. Project activities will target local communities to build local inclusion teams. Social, recreational, and economic inclusion strategies will be stressed to assure that communities build the capacity to support youth with disabilities in transition to adulthood. Higher education systems change activities will direct efforts toward development of higher education faculty with a strong base to teach undergraduate and graduate educators in unique issues facing children with severe disabilities, including deaf-blindness, in regular education settings. Supporting curriculum modification, developing new course work, and broadening the delivery of consciousness-raising services to nondisabled students will be stressed. State level systems change activities will develop policy, modify regulations, and enhance monitoring procedures to encourage, support, and reward inclusion of children with severe disabilities in regular education settings.

Products: This project will provide training, technical assistance, product development, and resource development at each level of change effort. The project will impact over 25,000 people in South Dakota through a wide variety of activities. Federal funding and state in-kind contributions will support project personnel, model school sites, and project-related expenses.

(84.158A)
State Systems for Transition Services for Youth with Disabilities

Grant Number: **H158A930013**

The New Jersey Partnership for Transition from School to Life

Project Director: Haugh, Bob

New Jersey Department of Education
Office of Special Education Programs
P.O. Box 500
Trenton, NJ 08625-0500
Voice: (609)633-6430

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1999

Purpose: To increase the availability, access, and quality of transition assistance for youth and their families; to improve the ability of professionals, families, and advocates to promote student self- determination in the transition process; and to enhance and improve working relationships among all critical stakeholders in the transition system.

Method: On the state level, an interagency work group will meet monthly to develop and improve policies, procedures, resources, systems and other infrastructural mechanisms impacting on lasting and permanent service delivery. State agencies will assume a supportive role by assisting local agencies with technical assistance, information dissemination, guidance, and funding needed to improve transition services. Direct assistance to school districts will be provided through a corps of school- based transition coordinators throughout the state. Extensive training and technical assistance will be provided to these local coordinators, covering topics ranging from cultural diversity to use of social security work incentives and disability programs. A comprehensive self-determination curriculum will be made available to all school districts, including practical training in interfacing with support agencies and long-term planning.

Products: This program will result in the creation of a collaborative policy for managing statewide systems change, the provision of competitive grants to local education agencies to develop model transition interagency demonstration projects, inclusion of consumers and advocates in the design and implementation of services, and ongoing opportunities for information dissemination, evaluation activities, training and technical assistance to all key stakeholders.

*Grant Number:*H158A930014

Wisconsin's Design for Transition Success

*Project Director:*Kellogg, Ann

*Beginning Date:*Oct 1, 1993
*Ending Date:*Sep 15, 1999

Wisconsin Department of Public Instruction
Division for Handicapped Children
125 S. Webster Street
PO Box 7841
Madison, WI 53707
Voice:(608)266-6981

*Purpose:*To establish and promote a collaborative and complementary service delivery model so that all Wisconsin students with disabilities will exit secondary education prepared to live, work, recreate and pursue lifelong education in the community.

*Method:*A local public-agency "bidders conference" will be conducted by the participating state agencies to define best practices in transition and set the expectations for local project applications. A request for proposal approach will then be used to solicit local community consortia transition project proposals. Once funded, each project will be required to: attend comprehensive transition issues trainings; develop and implement transition activities to address their identified needs; and evaluate and collect data on student outcomes for use in transition program improvement.

*Products:*Evaluation data from these project models will be utilized by state agencies to develop state level policies, interagency agreements, legislation and procedures for effective transition practices, and institute a statewide multi-agency system to plan and deliver transition services to students with disabilities.

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*Grant Number:*H158A930022

Transition from School to Employment and Inclusive Communities

*Project Director:*Winans, Amy

*Beginning Date:*Oct 1, 1993
*Ending Date:*Jun 30, 1999

Michigan Jobs Commission
201 N. Washington Square
Lansing , MI 48913
Voice:(517)373-4030

*Purpose:*The purpose of this program is to assist youth with disabilities in the transition from secondary school to postsecondary environments, such as postsecondary education and competitive or supported employment. The program also aims to improve secondary special education and vocational life skills for children with disabilities.

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*Grant Number:*H158A950001

Montana Systems Change for Transition Services for Youth with Disabilities

*Project Director:*Harris, Tim

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 2000

Montana Office of Public Instruction
State Capitol Box 202501
Helena, MT 59620
Voice:(406)444-5664

*Purpose:*This project will focus on increasing the availability, access, and quality of transition assistance through the development and improvement of policies, procedures, systems, and local implementation sites for youth with disabilities and their families to support high quality adult life outcomes.

*Method:*The project will create a system for statewide change, focusing on six areas: state level interagency planning and coordination; the development of transition implementation sites; technical assistance and training centers; policy development and systemic support for lasting change; evaluation for future improvement; and dissemination of information. Specific objectives target outcomes for Montana's Native American population.

*Products:*Activities and accomplishments of the project will be disseminated through special education cooperatives, technical assistance centers, transition coordinating council members statewide and regionally, and various newsletters. Widespread dissemination will occur through attendance at national, regional, and local conferences, and articles and monographs. An annual report on the project will also be widely disseminated.

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*Grant Number:*H158A950005

The Maryland Transition Initiative

*Project Director:*McKenna, Patrick

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 2000

Maryland State Department of Education
Division of Rehabilitation Services
2301 Aronne Drive
Baltimore, MD 21218
Voice:(410)554-9400

*Purpose:*To develop, implement and improve Maryland's system to provide transition services for youth with disabilities.

*Method:*Within local education systems, employers, parents, teachers, and other community leaders will be assisted in creating opportunities for students to pursue multiple paths to productive careers through seed grants to local school systems throughout Maryland and through training and technical assistance. Mechanisms to increase the availability, accessibility and quality of transition services for students with disabilities from age 14 through the point of their leaving public school will be planned, developed, and publicized. Students with disabilities, families, and advocates will receive training and support to make informed choices and participate actively in available services. Institutions of higher education will be supported to develop their capacity to meet the unique needs of students with disabilities, and pre-service training programs will adjust their curricula to address competencies pertaining to effective transition

planning. A statewide information system will be established to collect, analyze, and disseminate information concerning transitioning youth, tracking demographic data, education, support and transition services provided, and outcomes of student follow-up at one and five years following exit from the school system.

Products: This project will blend on a system-wide basis Maryland's comprehensive school-to-work initiatives for general education with the extant agencies of special education transition. Presentations on project activities will be made at state and regional conferences, and state transition guidelines, transition fact sheets, and other brochures and pamphlets will be disseminated via direct mail and a variety of other networks. A self determination curriculum and futures planning guides will be disseminated through state and local workshops as will as infusion in transition demonstration sites.

Grant Number: **H158A950008**

South Dakota Transition to Adulthood Systems Change Project

Project Director: Barnett, Deborah

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 2000

Department of Education & Cultural Affairs
Office of Special Education
700 Governors Drive
Pierre, SD 57501-2291
Voice: (605)773-3678

Purpose: To design and implement a coordinated and consolidated employment system among local communities in South Dakota to ensure that youth with disabilities master the skills necessary to address the sustained employment responsibilities of adulthood.

Method: The South Dakota Alliance for Transition will be established to serve as the guiding agent for statewide transition systems change. By serving as an effective link to existing state systems change services, such as JTPA, school-to-work initiatives provided under the Workforce Development Council of South Dakota, and sustained employment, the SDAT will ensure that goals for transition systems change reflect an integration of goals and support for those youths with disabilities who are so targeted. The SDAT will also ensure that localities are provided with an atmosphere of clear and cohesive communication lines for the timely and accurate dissemination of ideas and data. The SDAT will further offer a network for the provision of support and training, to ensure that local districts are able to properly identify and serve the transition needs of youths with disabilities. Focusing on empowerment of local systems and full utilization of local resources, SDAT will encourage service delivery providers to work toward student and parent participation in transition planning, sensitivity to the culture and personal values of each student, provision of self-advocacy opportunities, promotion of student self-esteem and self-confidence, promotion of student involvement in extracurricular and community activities, and development of school-based programs providing students with appropriate academic social, and vocational skills. Training and technical assistance will be provided to local service providers, better enabling them to work with their local districts, students with disabilities, their families and employers on transition issues.

Products: This project will achieve a more equitable, coordinated, and systematic approach to improving transition services for youth with disabilities. A flexible and responsive regulatory mechanism will be created, as will an administrative structure through which necessary resources are provided to the local service providers. The empowerment of local communities will encourage and advance collaboration and the development of shared resource networks.

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*Grant Number:*H158A950011

Transition Improvement Project (TIP): To Develop, Implement, and Improve Systems to Provide Transition Services for Youth with Disabilities

*Project Director:*Haston, Judy

Tennessee Department of Education
710 James Robertston Parkway
Nashville, TN 37243
Voice:(615)741-3775

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 2000

*Purpose:*The Transition Improvement Project (TIP) is a five-year transition systems-change effort to expand the capacity and improve the quality of transition services in Tennessee. It is an interagency collaborative effort which commits the resources of various statewide and local agencies. It represents a combined effort of communities across the state to ensure that all youth with disabilities exiting secondary education in Tennessee will have the opportunity to participate in productive and rewarding postsecondary experiences.

*Method:*The project will facilitate the development of local transition planning structures to foster coordinated and integrated services for youth, and will identify and eliminate obstacles to implementation of these programs. Training will be given to students with disabilities and their families to promote self-determination and self-advocacy, and training will be given to service providers to improve the quality of transition services provided by professionals in adult services agencies, educators, and employers.

*Products:*The project will implement a transition data system that monitors individual student outcome data and encourages local, regional, and statewide program evaluation, and it will disseminate this data and other information about project activities and outcomes to local, state, and national audiences.

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*Grant Number:*H158A960001

Missouri Transition Access Project

*Project Director:*Chamberlin, Mark A

Missouri Department & Elementary and Secondary Education
Div. of Special Education & Vocational Rehabilitation
P.O. Box 480
Jefferson City, MO 65102
Voice:(302)739-4667

*Beginning Date:*Aug 1, 1996
*Ending Date:*Jul 31, 2001

*Purpose:*The Missouri Transition Alliance Project seeks to enhance the transition of school to work for students with disabilities to assure that comprehensive services (both employment and independent skills) are accessed through the interagency, community, and consumer collaboration in the planning process.

*Method:*The project will create a regional network to provide leadership, training, and capacity building. It will coordinate a participatory structure at the state level that will interact with the Missouri School-to-Work Initiative to effect policy and practice change and result in improving the transition of students with disabilities from school to work.

Products: Through the project's network, transition activities throughout the childhood of students with disabilities will be improved. Assuring implementation of transition activities at the local level, the project will enhance student outcomes.

Grant Number: **H158A960002**

Transition - Independence - Employment (R.I. - T.I.E.)

Project Director: Stott, Thomas

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2001

Rhode Island Department of Education
22 Westminster Street, Shepard Building
Providence, RI 02903
Voice: (401)277-2706

Purpose: The Rhode Island Transition Project is designed to create and coordinate an environment in the state where students and families are encouraged, supported, and assisted in choosing and planning their futures, moving toward independence, and achieving full community integration in living, working, and socializing.

Method: The project will coordinate a system to compile, analyze, and disseminate accessible information for parents and students about their rights and resources in the community related to transition planning. Training opportunities and other forums will bring together parents, teachers, students, providers, and employers to improve the system. Technical assistance, advocacy, and skill building will be provided to help students and families negotiate the system.

Products: The project intends to create better connected systems of services and the means to manage those services. It hopes to establish permanent and accessible resources to support transition efforts and to establish local responsibility for the specifics of transition planning. Real partnerships can be founded which will provide some of the practical details of adult life for students and which will empower parents through support and mentor networks.

Grant Number: **H158A960004**

State Systems for Transition Services for Youth with Disabilities: InterAct Arizona

Project Director: Love, Laura

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 2001

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
Voice: (602)543-3251

Purpose: The general purpose of InterAct Arizona is to influence local and state-level systems change designed to empower local communities to maximize transition planning and enhance service options for youth with disabilities from age 14 through the age when they exit school.

Method: InterAct Arizona will provide statewide training and technical assistance designed to improve and increase the ability of professionals, parents, advocates, and youth to promote the understanding of and the capability to successfully make the transition from student to adult. Needs assessments will determine the availability, quality, and accessibility of services needed to successfully transition into adult roles. Project activities to address identified needs will be designed, implemented, and evaluated. Results of evaluations will be used to guide the design of annual activities.

Products: Under the guidance of the InterAct Arizona Council and the network of Arizona Community Transition Teams and Youth Transition Program sites teams, InterAct Arizona will affect state-level and statewide policies, procedures, regulations, and funding mechanisms to improve and expand the availability, access, and quality of transition services for youth with disabilities and their families. Through the expansion of teams and sites, InterAct Arizona will build the capacity of communities statewide to provide more effective delivery of transition services by improving the working relationships among stakeholders in transition services, by developing incentives for accessing and using transition services and resources, and by addressing the unique needs of youth with disabilities from minority backgrounds. The project will produce training and technical assistance materials, resource guides, and other products to facilitate the exchange of information, and will disseminate to local, state, regional, and national audiences.

Grant Number: **H158A960005**

Illinois Transition Consortium — Insure Implementation of Transition Services for Youth with Disabilities

Project Director: Johnson, Gayle

Illinois State Board of Education
100 North First Street
Springfield, IL 62777
Voice: (217)782-6601

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 1999

Purpose: The Illinois Transition Consortium is a five-year systems change project that proposes to improve the personal outcomes for Illinois youth with disabilities who graduate from public schools.

Method: The project expects to create expanded partnerships with students, parents, adults with disabilities, minority representatives, advocates, business leaders, state agencies, and others. To guide the project, it will form an advisory group across all stakeholders; it will conduct focus groups with students and implement systems change based on current student outcomes. It will initiate early and ongoing parent/family technical assistance and training and target resources at the local level to demonstrate systems change for improved outcomes. It will establish a training academy for local stakeholders who have not traditionally been involved and establish a clearinghouses of information for all those involved in or concerned with outcomes of youth with disabilities.

Products: The consortium intends to enhance Illinois' capacity to represent the geographical and cultural needs of targeted youth and increase the participation of parents/families and adults with disabilities in preparing for their future; it intends to increase the state's capacity to plan and develop policy and practices that are inclusive of all youth and responsive to their needs and to develop opportunities for local communities to demonstrate student-centered and outcome-based educational and adult services. It will provide information, training, resources and technical assistance to local stakeholders.

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*Grant Number:*H158A960006

Oklahoma Systems Change for Transition Services for Youth with Disabilities

*Project Director:*Corpolongo, John; Dean, Charlotte W

*Beginning Date:*Jul 1, 1996
*Ending Date:*Jun 30, 2001

Oklahoma State Department of Education
2500 N Lincoln Blvd, Rm 411
Oklahoma City, OK 73105
Voice:(405)521-3351

*Purpose:*This project is designed to effectively utilize state and local resources to assist local communities, families, individuals with disabilities, schools, and other agencies to develop and improve the delivery of transition services.

*Method:*The Oklahoma Gaining Adult Independence through Needed Support (GAINS) Project will fund innovative models through local implementation sites. Results will be disseminated and will provide a foundation for the state to revise or create policy to enhance transition services for youth with disabilities.

*Products:*The Oklahoma GAINS Project is committed to creating collaborative structures to enable individuals and agencies providing transition services to coordinate their efforts to achieve meaningful results for youth with disabilities. It will support regional advisory boards and local transition councils in implementing projects to improve the availability and accessibility of transition services. It will build local, regional, and state capacities to deliver quality technical assistance, training, and transition process guides. It will develop a system to create or revise policies to effectively implement transition services and coordinate procedures to ensure the implementation. It will inform individuals who provide transition services about issues and practices related to successful transition of students with disabilities.

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*Grant Number:*H158A960007

Louisiana Statewide Transition Project

*Project Director:*Everson, Jane

*Beginning Date:*Aug 1, 1996
*Ending Date:*Jul 31, 2001

Louisiana State University Medical Center
433 Bolivar Street, 8th Floor
New Orleans, LA 70112
Voice:(504)942-8245

*Purpose:*The Louisiana Statewide Transition Project is an interagency and multi-level project dedicated to statewide systems change in the area of transition services.

*Method:*The project will guide the development of an integrated statewide system for transition service delivery. It will support the development of individual, local, regional, and state transition activities and assure continuation and improvement of the transition delivery system.

*Products:*The goal of the project is to create a multi-level framework of resources and activities for lasting transition services through collaborative activities involving youths with disabilities and their families.

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*Grant Number:*H158A960008

Alaska Transition Initiative

*Project Director:*Kooley, Daryl

*Beginning Date:*Aug 1, 1996
*Ending Date:*Jul 31, 1999

Alaska Department of Education
801 W. 10th Street, Suite 200
Juneau, AK 99801
Voice:(907)465-6929

*Purpose:*The purpose of the Alaska Transition Initiative is to develop a statewide transition system enabling all students with disabilities in Alaska to leave school with the skills, supports, and knowledge required to enhance their participation in adult life.

*Method:*To ensure that all students with disabilities leave school situated in the working, learning, and living arrangements of their choice and to empower students and their families to become active decision makers in planning and implementing transition services, the project will promote and support state-level collaboration to strengthen transition services and increase awareness of the need for coordinated transition services and build support for programs. It will increase the availability, access, and quality of those services statewide and build the capacity of local networks to implement services. It will provide incentives for local planning, implementation, and evaluation of transition services.

*Products:*The goals of the project are designed to address systems issues in Alaska and to build capacity within the state, as well as improve local community transition activities. Alaska's approach to transition for youth builds upon a strong tradition of local control and provides flexibility for local transition networks to develop and implement systems that meet the unique needs and circumstances of their communities, ensuring that local transition services address Alaska's diverse cultures, geography, political and governmental structures, and economy.

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*Grant Number:*H158A960009

Increasing Transition Services to Students with Disabilities

*Project Director:*Pennington, Kenneth

*Beginning Date:*Aug 1, 1996
*Ending Date:*Jul 31, 1999

Mississippi Department of Education
P.O. Box 771
Jackson , MS 39205

*Purpose:*This project, administered by the Mississippi Department of Education, intends to increase transition services to youth with disabilities.

*Method:*Three transition specialist positions will be created for each of the three regions of Mississippi. The specialists will be assisted by vocational staff, local vocational rehabilitation counselors, special population coordinators, and other technical staff to ensure that each district receives regular hands-on training. Each year of the grant, a statewide transition conference will be held for all personnel. A statewide transition committee will be created with emphasis on collaboration and policy reform and will assess the effectiveness of policies and integration of new policies and federal and state legislation.

Products: The project hopes to effect systemic change in transition services for Mississippi. All school districts will receive individualized training in transition services. Increased knowledge, motivation, and direction will be provided for professionals and students with disabilities. The statewide transition committee will strengthen policies in transition services.

Grant Number: **H158A960010**

Delaware's Transition Services Quality Management (TQM)

Project Director: Pledgie, Thomas

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 2001

Delaware Dept. of Public Instruction
P.O. Box 1402 Townsend Bldg
Dover, DE 19903

Purpose: The mission of the Transition Services Quality Management System project is to implement a quality based coordinated system of supports and services that are consumer responsive, and to enable students with disabilities to transition from school to adult life while becoming valued and contributing members of their communities throughout Delaware.

Method: To achieve its outcomes, the project intends to plan and implement a statewide collaborative system, changing the state's delivery system to a consumer-responsive transition system. It plans to model and replicate effective transition components, to implement comprehensive training and technical assistance, to develop the capacity for change at higher education levels, and to disseminate information on promising practices which support systems change efforts.

Products: The project goals are to increase the availability and access to quality based transition services, to improve the ability of professionals, families, and advocates in the transition planning process to be responsive and supportive of students interests and preferences, and to enhance and build collaborative relationships between all critical stakeholders that will lead to continuation of quality based transition services after funding ceases.

Grant Number: **H158A960011**

District of Columbia Transition Initiative (DCTI)

Project Director: Wallington, Carol

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 2001

District of Columbia Public Schools
415 12th Street NW
Washington, DC 20004
Voice: (202)724-3878

Purpose: The purpose of the District of Columbia Transition Initiative is to effect broad and specific improvements in the quality and availability of transition services for area youths with disabilities, and to undertake changes to the structure of systems to support these improvements. A major project strategy is reforming systems through the creation of a new learning enterprise developed jointly by community partners.

Method: The proposed project would plan, develop, and publicize mechanisms to increase the availability, accessibility, and quality of transition services. It would ensure that students with disabilities, families, and advocacy and support groups receive training and support to assure informed and active participation and it would develop a coordinated system to provide that training. It would ensure that institutions of higher education are responsive to the needs of students with disabilities and that preservice training programs address the competencies for effective transition planning. It would create a system-wide mechanism for information dissemination so that project products are made available to interested parties.

Products: The project will enhance the current system of transition in the District of Columbia by implementing statewide policies and program incentives that promote collaboration and coordination across programs, improving statewide data collection and follow-up, and developing administrative policies that encourage long-term and systematic change at all levels. Students will be able to participate in challenging, purposeful programs of study in school and at work. Career development training will be blended with business-driven, hands-on vocational experiences.

Grant Number: **H158A960013**

Alabama Transition Initiative to Increase the State's Capacity to Improve and Expand Its Transition Services and Programs to Meet the Needs of Youth with Disabilities

Project Director: Whetstone, Mabrey; Rabren, Karen

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2001

Alabama Department of Education
P.O. Box 302101
Montgomery, AL 36130
Voice: (334)242-8114

Purpose: The Alabama Transition Initiative's goal is to provide student-centered transition planning and implementation at the local level. The initiative is designed to create a network of local school-based demonstration programs with effective transition services to be replicated statewide.

Method: Five goals are being proposed: 1) a local program/service initiative, intended to empower local education agencies and communities to implement effective practices. 2) The interagency initiative will strengthen local and state partnerships among agencies in order to impact positive change. 3) The post-school linkage initiative is intended to create linkages between students and local adult services and opportunities available through state agencies, communities, and business and industry. 4) The training and dissemination initiative will implement a comprehensive training and dissemination program designed to improve and increase the ability of all stakeholders in transition. 5) Finally, the intent of the student tracking initiative is to improve at the local level the transition planning process and related service programs and to serve as an accountability index for the state department regarding the performances of its youth and young adults with disabilities.

Products: Through the development and implementation of a comprehensive system of transition services, the Alabama Transition Initiative will positively impact over 67,000 youth with disabilities over the course of the five-year project. Building on existing state capacity, the plan will undertake five initiatives, which, when accomplished, will transfer empowerment to the local level with the direct beneficiaries being the students and their families.

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*Grant Number:*H158A960017

South Carolina Collaboration for Systemic Transition of Youth with Disabilities

*Project Director:*Ferrante, Richard

University of South Carolina
School of Medicine Center for Development
Columbia, SC 29208
Voice:(803)935-5248

*Beginning Date:*Aug 1, 1996
*Ending Date:*Jul 31, 2001

*Purpose:*The South Carolina Collaboration for Systemic Transition (SCCST) of Youth with Disabilities Project provides the opportunity for the state to link several efforts at serving youth with disabilities: functional collaborations will be developed; youth with disabilities and their families will be empowered regarding transition issues; a statewide, comprehensive training and transition program will be established; local service delivery will be designed and provided; and the transition system will be continuously monitored and evaluated, quantitatively and qualitatively.

*Method:*A statewide collaboration council will provide training and technical assistance. An extensive outreach program will discover, recover, and retain the targeted youth in transition systems. All higher education institutions involved in the project will implement transition-related courses in teacher education curriculum. Targeted youth and their families and support groups will receive training to empower themselves to become change agents in the transition process.

*Products:*This project will result in development and implementation of a statewide program to realize systemic change, beginning at the local level and working its way up to the statewide level.

(84.323A)
State Improvement Grants

*Grant Number:*H323A990001

Alabama State Improvement Grant

*Project Director:*Smith, Linda

Alabama State Department of Education
Special Education Services P.O. Box 302101
Montgomery, AL 36130-2101
Voice:(334)242-8114

*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

*Purpose:*This improvement grant for the state of Alabama is a systems change effort aimed at improving the reading skills of students with disabilities, reducing the numbers of students with disabilities who drop out, reducing suspensions and expulsions for students with disabilities, and reducing special education teacher turnover and increasing the numbers of fully credentialed teachers.

*Method:*These goals will be achieved through systems-change strategies that incorporate research-based training strategies. These strategies include: staff development in strategies for reading; an online academy and communications support system for professional development; paraprofessional training, and conferences; a parent training and information center; staff training in the use of assistive technology to implement accommodations for students; training for early childhood care providers, general and special education preschool teachers, and parents in developmentally appropriate practices and functional readiness curriculum that targets reading; training for effective behavior intervention and positive behavior management; and institution of aggressive recruitment strategies to increase certified personnel.

*Products:*Through the use of these training strategies, Alabama will provide systems change and impact the areas of need. Data will be gathered and evaluated to measure progress toward project goals, objectives, and services, and to inform project staff of any necessary refinements throughout the five years of the project. Statewide systems change will be implemented through the various partnerships established by the project. Project goals anticipate increased performance in reading scores for students with disabilities and a major decrease in dropout, suspension, and expulsion rates for those students.

*Grant Number:*H323A990003

System Building for Special Education Personnel Development and Support

*Project Director:*Schendel, Julie

*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

Iowa State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
Voice:(515)271-3936

*Purpose:*The purpose of this state improvement grant is to address four issues regarding special education in Iowa: 1) over 70% of special education students in Iowa have significant reading problems; 2) over one of every eight students with special needs in Iowa (12.9%) is being taught by teachers not fully certified in the areas in which they are teaching, fewer than 100 (1.6%) are exposed to special education teachers who are persons of color, and virtually none are being taught by persons with disabilities; 3) the effectiveness of transitions that occur as students with special education needs move from one educational setting to another and from an educational setting into the community needs to be improved; and 4) proficient, appropriately comprised teams for the development of Individualized Education Programs (IEPs) are needed, along with the assurance that all IEPs reflect high academic standards.

*Method:*The State Improvement Grant (SIG) Literacy Initiative will address the needs of students with special education needs whose reading, writing, and communication skills are substandard. The SIG Individualized Education Program Initiative will ensure that all students with special education needs have Individualized Education Programs that reflect high academic standards and that are developed and implemented by professionals and parents proficient in their use. The SIG Endorsement Initiative will increase the percentage of students with special education needs being instructed by certified special education teachers with appropriate endorsements. The SIG Career Ladder Initiative will increase the percentage of students with special education needs whose teachers are persons of color and/or persons with disabilities. SIG project activities address these issues by emphasizing better prepared instructional staff, high-quality IEPs that are academically challenging, and improved student performance.

*Products:*Training modules will be developed on early literacy development, action research, and research-based reading instruction practices. An information and availability announcement will be developed and disseminated offering college and university faculty IEP materials. Fact sheets will be developed and disseminated describing high quality IEPs that meet federal requirements. Awareness level training sessions will be offered to college and university faculty on topics such as discipline, general education curriculum, general education teacher participation, student progress monitoring, districtwide assessment, and parent involvement. Protocols will be established with 15 area education agencies to provide professional development for general education teachers in order for them to meet federal mandates for involvement and effective participation in IEP development and implementation.

*Grant Number:*H323A990007

Partnerships for Achieving Student Success (PASS)

*Project Director:*Cox, H. Douglas

*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

Virginia Department of Education
Office of Special Education and Student Services P.O. Box 2120
Richmond, VA 23218-2120
Voice:(804)225-2701

*Purpose:*This statewide improvement project in Virginia will work to facilitate, in cooperation with school divisions: 1) the increase of the school completion rate of students with disabilities in the context of higher academic expectations; 2) an improvement in the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities; and 3) an improvement in meaningful parent/student involvement with special services personnel.

*Method:*This project will establish a system-wide practice of results-based program improvement for all children and youth with disabilities at state, local, and classroom levels. It will develop a partnership infrastructure that focuses statewide efforts on progressing toward Virginia's strategic goals. Personnel working with children and youth with disabilities will be trained to attend to improved academic literacy for students with disabilities, with particular attention to Virginia's Standards of Learning. A statewide system of technical assistance, professional support, and development will be coordinated to enhance all service providers' and families' abilities to collaborate and support the focus on academic performance. Efforts will be made to increase the supply and diversity of qualified personnel to serve children and youth with disabilities.

*Products:*The project will increase the statewide percentage of students with disabilities successfully completing school. It will promote and increase the supply of qualified special educators and related services personnel and the statewide availability of personnel preparation opportunities in all endorsement areas that focus on best practices. It will increase active parent and student participation in special education process decisions.

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*Grant Number:*H323A990008

New Hampshire's State Improvement Grant in Special Education: Promoting Equity and Excellence for All Children and Youth with Disabilities

*Project Director:*Plocharczky, Sandra

*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

New Hampshire Department of Education
Special Education 101 Pleasant Street
Concord, NH 03301
Voice:(603)271-1536

*Purpose:*This statewide improvement project in New Hampshire addresses the following system components: leadership and service coordination, standards for practice, preservice education, professional development, use of data for short- and long-range planning, dissemination of exemplary practices,

involvement of individuals with disabilities and parents of children and youth with disabilities, and reduction or elimination of systemic barriers to effective service delivery.

Method: This statewide improvement grant will expand and strengthen partnerships among agencies and organizations involved in and concerned with reforming and improving systems for providing education, early intervention, and transition services for children and youth with disabilities. It will establish a foundation of exemplary professional practice to inform and enrich the efforts of agencies, institutions of higher education, individuals with disabilities and their families, and other partners and stakeholders to improve educational results for children and youth with disabilities. It will improve the capacity of personnel preparation programs to support students to meet and maintain high standards for performance and it will improve the competencies of general and special educators, paraprofessionals, and families related to the provision of high quality educational services to these students. It will improve the systems that collect, analyze, and utilize data related to student performance and outcomes. It will improve service quality, coordination, and integration through policy reform, systems change, and provision of technical assistance related to transition policies and practice, student access to and participation in the general education curriculum, and school-based disciplinary policies concerning students with emotional disturbance.

Products: The project will establish for the first time in New Hampshire a system for coordinating planning, policy, and implementation of professional development and systems change efforts in general and special education; it will assure greater attention to accountability for positive learning outcomes by all local and state education efforts; it will embed consideration of children and youth with disabilities within existing professional development and education improvement efforts; and it will establish new initiatives that focus specifically on improving results for children and youth with disabilities.

Grant Number: **H323A990009**

Kansas State Improvement Grant

Project Director: Ottlinger, Kerry A.

Beginning Date: Feb 1, 1999
Ending Date: Jan 31, 2003

Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182
Voice: (785)296-4952

Purpose: The purpose of the Kansas State Improvement Grant is to assure that Kansas' educational systems are aligned to support all students, including those with disabilities, to achieve high state standards and positive adult outcomes.

Method: This project has the potential to impact more than 214,000 Kansans, including more than 40,000 educators and 56,000 children with disabilities and their families, statewide. The plan of operation features six major goals and intended outcomes to meet the identified needs. Goal 1 will increase inclusion of children and youth with disabilities in Kansas' system of standards- based reform. Goal 2, school-family-community partnerships, will increase active support of families in school partnerships and training and increase schools' responsiveness in family-community partnerships. Goal 3 will increase early student success, reduce frequency of referrals to special education services, and show improved conditions for young children and families. Goal 4, positive post-school outcomes, will increase gainful employment and lifelong learning, Goal 5, personnel supply/demand, will work toward an adequate supply of diverse, well-qualified, and effective education and related services personnel. Goal 6, quality issues for personnel development, involves use of administrative, curricular, and instructional practices that convey

high expectations and assist students with disabilities to meet challenging standards, as well as develop and implement individual education plans (IEPs) that reflect those standards.

Products: This model for statewide systems change will stimulate partnership development within and between institutions of higher education (IHEs) and local education agencies (LEAs) as a basis for mentoring and induction systems for new teachers, for the renewal and improvement of teacher preparation, and for collaborative approaches to solving the problems of daily practice in serving children and youth.

Grant Number: **H323A990011**

Ohio's State Improvement Grant: A Statewide Model for Rethinking Schooling in Fundamental Ways

Project Director: Herner, John

Ohio Department of Education
933 High Street
Worthington, OH 43085
Voice: (614)466-2650

Beginning Date: Feb 1, 1999
Ending Date: Jan 31, 2003

Purpose: The goals of this project include: 1) to provide children and youth with disabilities access to challenging academic curricula; 2) to develop partnerships among members of the learning community to improve results for all children; 3) to increase cooperation and collaboration in and among agencies, and the coordination of services across agencies; 4) to promote collaboration between regular and special education personnel to ensure successful transitions; 5) to develop a model to document accountability and continuous improvement in service delivery; 6) to improve building-level processes for assisting students with learning problems; 7) to increase the participation of parents, families, and community members in decision-making; 8) to support the development of shared responsibility and ownership at the building level; 9) to make personnel preparation programs accessible throughout the state; and 10) to prepare graduates and school personnel to effectively manage the behavior of all students.

Method: This project will employ two basic strategies in Ohio: 1) partnership sites to demonstrate how districts can get the conditions right for all children to learn at high levels; and 2) partnership agreements with institutions of higher education (IHEs) to increase the quantity and competency of personnel required to meet student needs. This state improvement grant (SIG) will serve as the vehicle for promoting shared responsibility among partners at the state, regional, and local levels. Collaborative partnerships will assist school districts in developing the capacity to make and sustain meaningful change. The partnership agreements are structured to ensure that core "providers," e.g., regional professional development centers, special education regional resource centers (SERRCs), IHEs, parent training and information centers, educational service centers, become core "partners." Resulting models for how to use partnership resources/services in a coordinated way will help local education agencies help all youngsters to learn to succeed in school. During the first year of the project, the partnership agreements will be implemented in six regional sites. Ten additional regional partnership sites — five in year two and five in year three — will be added over the course of the project, for a minimum of 16 sites (i.e., one in each of Ohio's SERRC regions). At the same time, other funds will be used to create incentives for replicating the development of partnership sites across the state. To make personnel preparation programs accessible around the state, and to address the severe shortage of qualified personnel, including those from underrepresented groups, a series of additional partnership agreements will be implemented to prepare orientation and mobility specialists, teachers of students with visual impairments, deaf interpreters, speech-language pathologists, and behavioral interventionists.

Products: During project years one and two, a publication detailing partnership site activities will be developed for use in replicating the effective aspects of each site. During years three and four, a "promising practices" document will be produced that provides strategies for integrating professional development needs assessment processes for children with disabilities into district-wide continuous improvement planning for all youngsters. A third document, produced in year five, will summarize recommendations from a state education agency action seminar, designed as a mechanism for disseminating project findings on a national basis.

Grant Number: H323A990012

Georgia - State Improvement Grant

Project Director: Bryar, Marlene

Georgia Department of Education
Division for Exceptional Students
2066 Twin Towers East
Atlanta, GA 30334
Voice: (404)657-9958

Beginning Date: Feb 1, 1999
Ending Date: Jan 31, 2003

Purpose: This statewide improvement grant for the state of Georgia is intended to improve the systems for providing educational, early intervention, and transitional services and consequently improve the performance of students with disabilities, through responses to professional needs and partnerships that meet student needs. Responses to professional needs include professional development, technical assistance, and dissemination of knowledge about best practices. Partnerships will include state education personnel, parents of students with and without disabilities, organizations representing individuals with disabilities and their families, institutions of higher education, and community-based organizations.

Method: Activities will be conducted to increase and maintain the number of qualified personnel to provide services to students with disabilities in the following areas: general and special education teachers of students with disabilities; interpreters and teachers of students with hearing and visual impairments, who are blind or deaf, or who have orthopedic impairments; teachers of students with emotional/behavioral disorders; and speech language pathologists for students with speech/language disorders. Parent-educator partnerships will be strengthened; training will be given to provide better services to young children with disabilities and their families; general and special educators will be trained to better address rules, regulations, and procedures; and access will be provided to the general education curriculum and statewide assessment for students with disabilities. General and special educators will learn behavior management techniques for safe and orderly environments and special educators will learn to implement effective transition activities for students with disabilities.

Products: The implementation of project activities should result in the following statewide improvements for students with disabilities: an increase in the number of students who receive education with nondisabled peers for more than one-half of the school day; an increase in the number of students who exit special education and return to general education programs and who earn a degree in regular education; an increase in the number of those who participate in the statewide assessment program with and without accommodations; a decrease in those who drop out of school; an increase in the number of students who attend postsecondary education programs and who are employed upon exiting from school.

*Grant Number:*H323A990013

Kentucky State Improvement Grant

*Project Director:*Armstrong, Michael

*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

Kentucky Department of Education
Division of Exceptional Children Services
500 Mero Street, 8th Floor
Frankfort, KY 40601
Voice:(502)564-4970

*Purpose:*The purpose of Kentucky's state improvement program is to improve learning results for Kentucky's children and youth with disabilities at all levels so that those results are fully measurable and comparable in quality to those for all children. The state will implement these goals through a unified and coherent plan in partnership with regular and special educators, local and state administrators, related service and paraprofessional personnel, institutes of higher education and postsecondary programs, and students with disabilities and their families.

*Method:*To improve the academic and behavioral skills of students with disabilities, the state will increase the partnerships between parents and students and state and local systems that contribute to success in these areas. It will offer collaborative and integrated teacher preparation programs, develop state and local support systems and networks, and promote a systemic integration and coordination of local education resources, all designed to promote student academic and behavioral success. To increase the effectiveness of early intervention services and to ensure the successful transition of students with special needs into preschool programs, the state will work to increase parents' knowledge about and participation in the education of their children. It will work to increase the number of qualified special education personnel in early intervention and train them in the development of natural supportive environments as well as in the use of assistive technology to improve student access to educational opportunities. It will also increase the number of accredited inclusive intervention programs in the community that facilitate transition to preschool. To increase the number of students with disabilities who complete school and transition to an adult life style of their choice, the state will form and sustain partnerships with students, parents, education and other human service agencies, employers, institutes of higher education, and communities.

*Products:*The professional development programs and collaborations implemented through the project will increase the number of qualified general and special educators, related services personnel, and paraprofessionals who serve students with disabilities. The comprehensive and innovative technology systems instituted by the project will enhance learning results for students with disabilities. With such changes, the project will help bring a major increase in the overall performance of students with disabilities in statewide assessments. The effectiveness of early intervention and preschool transition programs will be increased. The project will increase the number of students with disabilities who complete school and attain their choice of employment or continuing education.

Grant Number: **H323A990015**

Investing in Our Students: Michigan's Model to Improve the Performance of Students with Disabilities

Project Director: Thompson, Jacquelyn

*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

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*Purpose:*Michigan's Model to Improve the Performance of Students with Disabilties is an integrated design to bring both high quality and efficiency to comprehensive personnel development for improving the performance of children and youth with disabilities and an understanding of their disability. This State Improvement Grant (SIG) will provide the resources necessary to implement the model and assure improved skills and competencies for practitioners and parents, and ultimately improved performance for children and youth.

*Method:*The functional model employed by this project will integrate diverse and existing state-level activities into a cohesive, coordinated, and efficient effort. The SIG provides a framework for analyzing, synthesizing, coordinating, and disseminating important information and skills for educators, parents of children and youth with disabilities, and the students themselves in Michigan. The project will focus on improving the capacity of those who work with children and youth. The model supports continuous progress in developing a strong delivery system in which practitioners are skilled and students achieve at higher levels. Three priorities of this project are the following: 1) improving transition practices; 2) implementing positive behavioral interventions and supports; and 3) addressing personnel shortages, including underrepresentation of personnel reflecting the diversity of the student population.

*Products:*The project will foster networks of partnerships to assist in reforming Michigan's many and diverse personnel development efforts into a comprehensive system for providing training in early intervention, educational, and transitional services to children and youth with disabilities. A set of four "hubs" for coordinating training and information flow will be established to: 1) develop information based on student progress indicators; 2) disseminate information to all participants in the education community; 3) support sustained learning leading to changes in practice related to improving student performance; and 4) support districts in developing local capacity to assure quality services to all students.

*Grant Number:*H323A990016

State Program Improvement Grant

*Project Director:*Hession, Lucy

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*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

*Purpose:*The plans for the Maryland State Improvement Grant are based on a vision of a unified system that centers around a core set of student outcomes and standards that define goals for the system, and there is a means for assessing student progress toward those outcomes. Curriculum and instruction are aligned with the standards and outcomes, and the entire core is supported by policies and programs that guide professional development and preparation, technical assistance for school improvement, and the allocation of resources. The unified system accommodates and supports diverse learners without unnecessary categorization of students or program resources. The system values flexibility and collaboration at all levels in order to promote student attainment of goals. To make this vision a reality, the mission of this SIG is to improve education and outcomes of students with disabilities through services and strategies that involve stakeholders and system components in sustained efforts to bring about progressive and positive change in services for students aged three to 21; in professional development across the spectrum of professionals, paraprofessionals, and parents; and in preservice preparation of general educators, special educators, and related personnel.

*Method:*This mission will be accomplished through informed leadership and involvement of people at all levels of the education community in a process that unifies the system by integrating the education of students with disabilities into statewide standards-based reform and accountability. Project services and activities will: 1) fully integrate education of students with disabilities into statewide standards-based reform and accountability; 2) expand opportunities of students with disabilities to participate in the general education curriculum and statewide performance assessments; 3) design and deliver professional development that responds to standards-based needs for building personnel competencies to improve education and outcomes of students with disabilities; 4) strengthen the capacities of preservice preparation programs to increase their productivity and their capacities to align preparation with standard-based reform and professional development; 5) improve the capacities of the statewide early intervention system to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn; and 6) to assist school districts, higher education, professional development, and other stakeholders in using research and best practice for school improvement, program improvement, and management of change.

*Products:*The work of the State Improvement Grant will be of significant assistance to local education agencies striving toward educational improvement and inclusion within Maryland's nationally recognized accountability system.

*Grant Number:*H323A990018

Ka Hihi'o O Na Liko O Hawai'i Mua (The Vision of the Budding Children of Future Hawaii)

*Project Director:*LeMahieu, Paul

*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

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*Purpose:*The Hawaii State Department of Education state improvement plan will improve systems that provide early intervention, educational, and transitional services through an innovative personnel development program supported by coordinated policy, procedure, and practice interventions. This strategy is expected to lead to significant gains in in-school and post-school outcomes for children with disabilities.

*Method:*The project integrates personnel development and system improvement outcomes in order to build local capacity to meet the needs of students with disabilities. Interdisciplinary professional development teams will provide training to school-based teams that will implement new practices and provide feedback to policy level work groups, which recommend systemwide changes. As part of these teams, educators, related service providers, and parents are supported at the school level, which allows an easier development of improved procedures and potential policy improvements at the state level. This multilevel approach, linked with continuous feedback of information, will ensure lasting and sustained system improvements for children with disabilities and their families.

*Products:*The project's emphasis on state-level policy making, district-level training and support, and school-level practice will directly and positively affect outcomes for children with disabilities. As participants are trained and supported at each system level, capacity is developed to improve areas of critical need and sustain these improvements over time.

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*Grant Number:*H323A990019

Utah State Improvement Grant

*Project Director:*Schroeder, Bruce

*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

Utah State Office of Education
Services for At-Risk Students 250 East 500 South
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*Purpose:*Through this state improvement project, the Utah State Education Agency will address the need for inservice and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet their needs.

*Method:*The project will provide general and special educators with the content knowledge and collaborative skills to meet the needs of children with disabilities. It will prepare professionals and paraprofession-

als in the area of early intervention and work with institutions of higher education and other entities to prepare personnel to ensure that those institutions and entities develop the capacity to continue to support professional development programs that meet state and local needs. The state education agency will develop cooperative agreements with other states for joint support and development of programs to prepare personnel for which there is not sufficient demand within a single state to justify such programs. It will work with neighboring states to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. The project will enhance the ability of teachers and others to use successful strategies and best practices to address the conduct of students with disabilities that impedes learning in the classrooms.

Products: The project will acquire significant knowledge derived from educational research and other sources, and will develop information about how the state, if appropriate, will adopt these promising practices, materials, and technology. This knowledge will be disseminated to teachers, administrators, school board members, and related services personnel. Project efforts will build local and state capacity to provide, improve, and expand services for students with disabilities and ensure a continuing supply of qualified personnel at all levels.

Grant Number: **H323A990022**

Improving Results Initiative

Project Director: Weaver, Nolene

Beginning Date: Feb 1, 1999
Ending Date: Jan 31, 2003

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Special Education Section PO Box 83720
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Purpose: The Improving Results Initiative for Idaho is based on a collaborative partnership designed to align and strengthen educational systems that contribute to high achievement for children and youth with disabilities. Partners in this project include the Idaho State Department of Education, local education agencies, Idaho Parents Unlimited, institutions of higher education, and others.

Method: Specific activities that will help children and youth with disabilities to meet or exceed newly established content and performance standards include the following: implementation of state and local policies and procedures that strengthen the capacity of schools to improve educational results for all students, including those with disabilities; enhancement of the capacity for parents to influence reforms and increase their children's educational achievements; revision of professional and paraprofessional standards, certification requirements, and personnel development programs for the purpose of redefining personnel skills necessary to improve results for children and youth with disabilities; creation of a system of preservice and inservice training to ensure that parents and professionals are prepared to meet students' needs; effective administration, systematic evaluation, and continuous improvement of the project through a partnership with local and state education agencies and institutions of higher education.

Products: Institutions of higher education will receive subgrants to align training programs with revised standards, which will ensure that school personnel will have the skills and knowledge to sustain school improvements. A training clearinghouse will increase access to professional development by coordinating the preservice and inservice training efforts of all partners across the state. The project will also provide tuition waivers, assistanceships, and other incentives to recruit and train a sufficient number of individual, particularly those from underrepresented groups. Strategies to retain special educators and related services providers in employment will be implemented. These initiatives will present unique opportunities to re-

form and strengthen Idaho's education system in order to maintain a superior level of academic achievement by both regular and special education students.

*Grant Number:*H323A990026

Improving the Special Education System in California

*Project Director:*Parker, Alice D.

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*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

*Purpose:*This project will develop collaborative partnerships to improve services for children and youth with disabilities. The state improvement plan will serve as a guide to help system stakeholders concentrate improvement efforts and focus on future achievements and as a blueprint for those responsible for making system improvements by delineating and prioritizing training, technical assistance, and other systemic needs.

*Method:*The project will help set high academic standards and clear performance goals for students with disabilities, along with appropriate and effective strategies and methods to ensure that students have maximum opportunities to achieve those standards and goals. Teachers will participate in comprehensive professional development programs to ensure that they will possess the skills and knowledge necessary to address the educational and related needs of those children. Finally, the project will work for service integration and the coordination of state and local education and other agencies to address the full range of student needs.

*Products:*Through its efforts, the project intends to increase the percentage of students with disabilities who are performing equal to or better than the average of students without disabilities, to increase the positive results achieved by students with disabilities on school and post-school outcomes as determined by state standards, to reduce the rate of suspensions and expulsions of students with disabilities compared to the rate of general education students, and to increase the percentage of special education students earning a high school diploma or GED so that the percentage is equal to or higher than that for nondisabled students. The project will increase the rate of special education teachers who are fully credentialed and the percentage of special and general education teachers responding to inservice training, resources, or technical assistance.

*Grant Number:*H323A990027

Massachusetts State Improvement Grant: Project FOCUS

*Project Director:*Mittnacht, Marcia M.

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*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

*Purpose:*Project FOCUS offers the following outcomes to guide statewide efforts toward systems improvement for the benefit of all students: 1) knowledgeable parents and service providers working together to provide high quality early intervention and preschool services within natural environments for infants and toddlers; 2) knowledgeable parents and educators working together to ensure that all students (K-12) have access to the general curriculum are supported across all educational settings, and are able to demonstrate their acquired knowledge as full participants in every aspect of education reform, including a variety of options for improved postsecondary outcomes; 3) restructured teacher preparation and professional development programs to incorporate promising practices of teaching and learning for students with diverse abilities and needs, based on education reform standards, including strengthening ties among preservice programs, school districts, and local communities; and 4) enhanced accountability procedures at the state and local level for students, parents, and educators.

*Method:*Project FOCUS is designed to provide preservice and professional development activities for educators, parents, students, and other interested stakeholders. The major themes of parent collaboration, research to practice, interagency coordination, innovation, capacity building, and linkages to existing activities to maximize community, state, and federal resources are reflected across activities in six focus areas. The first focus area prepares providers and parents to understand and implement a shift in the provision of services and supports to natural environments during early intervention and preschool years. The second focus area, kindergarten and elementary ages, prepares teachers and parents with skills related to ensuring access to the general curriculum in general education settings for all students, with an emphasis on literacy skills (including Braille literacy), universal instructional design to accommodate diverse learning styles, and issues related to the educational climate. The third focus area will maintain the same content as the second focus area adjusted to respond to the needs of older students and generally different administrative and organizational features of middle schools and high schools. The fourth focus area will address enabling students with disabilities, ages 18-22, to participate in adult options, including postsecondary education and employment, with their nondisabled peers. The fifth focus area will assist teacher preparation programs statewide to restructure and unify curricula based on education reform standards and teaching methodologies to prepare general and special educators and paraprofessionals to work with all students within the context of a professional development school model. The sixth focus area will develop and enhance existing accountability systems across the full range of services for infants, toddlers, and students with disabilities.

*Products:*A network of mentors will be created from various school districts across the state. Among other roles, mentors will assist with training and technical assistance activities. Three series of regional training sessions will be developed: one set for teams of early intervention and preschool educators, parents and service providers; a second set for educators, parents, and elementary-aged students; and a third set for middle school, high school, and transition-aged students, parents, educators, and employment-related service providers

Grant Number: H323A990028

Missouri Preparation of Personnel Partnership

Project Director: Friedebach, Melodie

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Beginning Date: Feb 1, 1999
Ending Date: Jan 31, 2003

Purpose: The goal of the Missouri Preparation of Personnel Project is to improve the educational outcomes for students with disabilities and ensure a comprehensive statewide system of personnel preparation and development that reflects collaboration of consumers, professional organizations, local school districts, and higher education through the following: 1) to increase the supply of qualified special education personnel and related services personnel who are available to carry out the purposes of IDEA to provide special education services to children aged 3 to 21 years so that the shortage is reduced to 1% vacancy and 3% temporary certificates; 2) to provide professional development and systems enhancement to increase the percentages of students with disabilities that score at the near proficiency, proficient, and advanced achievement levels for the Missouri Assessment Program content areas of Mathematics and Communication Arts (Reading) by 25%; 3) to increase by 25% the number of students with disabilities who graduate with diplomas and decrease by 25% the number of students with disabilities who exit the school without a diploma; and 4) to achieve systemic change throughout Missouri in increasing placements in regular education in targeted local districts by 20% through individualized training and technical assistance and changes in institutions of higher education.

Method: The project will: 1) establish a strong administrative structure; 2) designate an Advisory Board; and 3) establish a management information system that will allow for precise measurement of outcomes for students with disabilities and compile relevant statistics on educational personnel. The grant will build the capacity of local schools to provide services to the target population through fewer vacancies in critical special education and related services positions by providing implementation grants and extensive training opportunities.

Products: The project will produce: 1) a mentoring manual focused on ways to support new teachers in special education; 2) reading curricula and training for teachers developed by the Eisenhower-funded reading initiative; 3) fact sheets on findings of the evaluation of this project; 4) a multi-media inquiry-based curriculum for preservice and inservice professional development that supports inclusion and the Show Me Standards; and 5) effective tutorial interventions to raise achievement of lower functioning students.

*Grant Number:*H323A990029

Vermont State Improvement Grant

*Project Director:*Kane, Dennis

*Beginning Date:*Feb 1, 1999
*Ending Date:*Dec 31, 2003

State of Vermont
Family and Educational Support Team 120 State Street
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*Purpose:*The purpose of the Vermont state improvement plan is to improve educational results for children with disabilities through professional development, technical assistance, and dissemination of knowledge about best practices.

*Method:*Based on critical needs for professional development, the State Department of Education and its partners have identified four statewide initiatives for inclusion in the state improvement plan: 1) accommodating children with disabilities in statewide assessments; 2) preparing Master's level speech and language therapists committed to working in Vermont schools; 3) recruiting and supporting the preparation of sign language interpreters and occupational and physical therapists committed to working in Vermont; and 4) implementing model early literacy programs for all students, with special emphasis on students failing or at risk of failure, including those with disabilities. The framework for the improvement plan includes standards for vital results and fields of knowledge, recommendations for providing instruction, and assessment of student learning across the grades.

*Products:*Each of the four components of the project will result in system-wide improvements. The training and technical assistance provided by the statewide assessment component will enable special educators and IEP teams to use effective participation strategies and options that will result in the full participation of students with disabilities in statewide assessments. The establishment of a program at the University of Vermont for personnel preparation will assure a steady supply of appropriately trained professionals that will meet a continuing need. New opportunities for supporting the preparation of interpreters for the deaf and hearing impaired will improve the educational opportunities for these students. The early literacy component of the project, focused on prevention, early identification, and intensive instruction for children at risk of school failure, will help to dramatically increase student performance. Working closely with its partners, the state will implement a comprehensive plan for dissemination of best practices. Each element of the plan will be evaluated and the results disseminated through all of the partners and will result in improved performance of students statewide.

*Grant Number:*H323A990033

Professional Development Partnerships for Improving Student Outcomes

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*Beginning Date:*Feb 1, 1999
*Ending Date:*Jan 31, 2003

*Purpose:*The Commonwealth of Pennsylvania through the Department of Education will develop a unified, integrated, and coordinated network entitled the Professional Development Partnership for Improving Student Outcomes. This Professional Development Partnership will be responsible for professional development, technical assistance, and dissemination of knowledge of best practices. All activities will focus on improving results for children with disabilities while promoting systemic change. Key goals of the state improvement plan include: 1) establishing high standards for students and teachers consistent with the Governor's Education Initiatives; 2) aligning the goals of the plan with goals and activities of appropriate state plans to promote coordination, collaboration, and systemic change; 3) establishing clear accountability methods that accurately measure the outcomes/performance of students while holding local education agencies accountable; 4) improving the quality and quantity of professionals, especially in areas of identified need/shortages, and 5) improving the recruitment, preparation, and retention of underrepresented groups of professionals.

*Method:*The state improvement plan (SIP) will build partnerships that focus on coordination and collaboration with existing agencies, programs, projects, and resources. Integration of the goals of the Professional Development Partnership within existing policies and state-level initiatives will be a primary focus to ensure systemic change. A two-tiered approach will be used: 1) state-level policy review and revision, and 2) local-level pilot implementation and evaluation. This two-tiered approach ensures that policy will be anchored in practice. Key strategies to insuring that goals of the SIP are met include: 1) providing coordinated technical assistance to local education agencies; 2) restructuring preservice training programs so that graduates are prepared to meet the complexities of today's students and the school environment; 3) changing state policies and procedures to address barriers to systemic change; and 4) disseminating best practice information to assist parents and professionals in translating policies and procedures into effective practices in schools resulting in improved student performance.

*Products:*This project through its coordinated partnerships and systemic reform will improve the results of students with disabilities. Aligning state and local policies and effective practices through the Pennsylvania Development Partnerships will enable all students to achieve their full potential and become productive citizens. Annual reports will be developed and disseminated to partners as well as a training summary of statistics and report. Project staff will provide preservice and inservice training, disseminate training packets via the World Wide Web, and disseminate personnel clearinghouse information via the World Wide Web.

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